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ABSTRACT

As part of an effort to help coordinate information flow (and thus, future research activities), this fourth Inventory of Projects and Activities in Reading and English continues to report (1) action programs seeking to exploit advances in linguistic science and related fields, (2) projects seeking to explore ways of handling the special language problems of speakers of nonstandard varieties of English, (3) school-based comparative studies, many of which deal with methods, materials, and test instruments used in teaching beginning and remedial reading, (4) studies of language arts and English curricula with a view to modification or revision, (5) materials and test construction projects, and (6) projects to exploit audiovisual aids. Desired information can be retrieved by state, level of instruction, topic, and an alphabetical listing of investigators. Appended are the TENL Directory of Information Sources and a listing of reading programs recently funded by Title III of the Elementary and Secondary Education Act. (HS)

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inventory of projects and activities in reading and english

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CS 000 335

INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH

Number 1 - February 1966

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PREFACE

The Center for Applied Linguistics distributed the first Inventory of Projects and Activities in Reading and English in February 1966 and a Supplement in July of the same year. Inventory Number 2 appeared in May 1967, and Number 3 was distributed in August of 1968. All past issues, with the exception of Number 3, are available through the ERIC system and may be obtained by writing to: ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. When writing, please refer to the document number of the publication you desire. Inventory No. 1 (ED 011 504), Supplement to No. 1 (ED 011 224), Inventory No. 2 (ED 011 503).

This publication is part of an attempt to help alleviate a problem made evident by the tremendous expansion in the last few years of national efforts directed toward improved instruction in these fields. As the number of new projects and activities increased, duplication was inevitable. Productive exchange of ideas on common problems was severely inhibited by sheer lack of information. New efforts in one part of the country have remained largely unknown to scholars, teachers, and administrators elsewhere. With this Number 4 issue, the inventory enters its fourth year of helping to coordinate research activities in these fields by improving the flow of information.

Though the inventory's emphasis continues to be on national needs, efforts have been made to extend both the kind and degree of its concerns. We have tried to cultivate an international audience of those working toward improvement in the TENL area(teaching English as a native language) by encouraging foreign contributions to the inventory. Through the TENL Directory of Information Sources (see Appendix I), we have tried to stimulate information exchange between activity-coordinating and information centers. For Inventory No. 4, we have added another Appendix, which contains a list of reading programs recently funded by Title III of the Elementary and Secondary Education Act. (ESEA). Further information may be obtained by writing to the indicated persons.

The Structure of the Inventory

The following types of research and activities continue to be reported: (1) action programs seeking to exploit advances in linguistic science and related fields; (2) projects and activities seeking to explore ways of handling the special language problems of speakers of non-standard varieties of English; (3) school-based comparative studies, many of which deal with methods, materials, and test instruments used in teaching beginning and remedial reading; (4) studies of language arts and English curricula with a view to modification or revision; (5) materials and test construction projects; and (6) projects to exploit audio-visual aids. Some of the projects included are marked "NPR" (not previously reported) after the title; these are investigations which were not included in previous inventories because they were not known to us. Other descriptions are either updatings of current work of final summaries. In some cases we have received no recent information from the researcher but have chosen to include the description found in Inventory No. 3 because the project is still current. Beginning and terminal dates are given for each project when known; otherwise the date given is that of our most recent information. Inventory users will notice that they have four access channels through which the desired information can be retrieved. Information is classified by state, by level of instruction, and by topic. There is also an alphabetical listing of investigators. No attempt has been made to evaluate these projects, and except for minor editorial revisions, the language of each description is the investigator's.

We have stressed that this document is part of an effort to help coordinate information flow; for a listing of American and British centers, clinics, and other pertinent institutions, organizations, and agencies, see the previously mentioned appendices. Please note that these directories are not complete listings, and additions and corrections to them--and to the abstracts in the inventory itself--are solicited. The reader will find enclosed a project description sheet which should be used to supply new or additional information for inclusion in the next inventory.

ALFRED S. HAYES
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Language in Education Program

ALABAMA

Pre-School

01. Effects of systematic reading by mothers and 'teachers' to culturally deprived children: articulation, syntax, and concepts. (NPR)

University of Alabama, Center for Developmental and Learning Disorders, University. John Muma. University support. October, 1968 - October, 1969.

This study attempts to evaluate the effects of a treatment variable (systematic 'reading' by mothers and 'teachers') on the development of articulation, syntax, and concepts. Mothers and 'teachers' will provide systematic 'reading' experience for four year old culturally deprived children. 'Teachers' refers to mother substitutes such as those in Day Care Centers; more specifically, they will be college students. Systematic 'reading' refers to a daily one-half hour mother-child or 'teacher'-child verbal interaction with a children's story. Actual reading of the story is not necessary according to the research by Courtney Cazden, 1966. Indeed, picture reading may be as beneficial as story reading. Thus, there are two treatment groups, mother 'reading' to her child and 'teacher' 'reading' to a child. In addition, there is a control group. There will be fifteen four year old subjects in each of the three groups. All sessions are one child with one adult. The treatment will extend through six months. Data will be pre- and post-test scores in each of the following areas: (1) Articulation-[a] Templin-Darley Test(modified), [b] McDonald Deep Test; (2) Syntax-[a]Informal test: spontaneous speech, [b] Formal test: imitation, comprehension, production (Fraser,Brown & Bellugi,1963); (3) Concepts-Leiter Scale; (4) Independent Behavior - Preschool Attainment Record (Doll,1966). All dependent measures were selected to represent ranges of performance areas that are appropriate for the age range of two to five years. For example, the aspects of syntax under study are specific transformations that are reportedly learned at about four years of age (Menyuk, 1963).

CALIFORNIA

Pre-School

02. Screening for potential reading difficulties (NPR)

Institute of Neurological Sciences, Pacific Medical Center, San Francisco. Knox H. Finley, et. al. USOE support. May, 1966 - June, 1969

This research project will attempt to devise a screening protocol based on the concept that brain functioning irregularities might result in difficulties in learning to read, and to administer it to children soon after entry into kindergarten to detect future reading disabilities. The subjects are 300 kindergarten children enrolled in a Fresno elementary school in the Fall of 1967 and 1968. Teacher and parent questionnaires and individual psychological test data were collected on all kindergarten children and neurological examinations administered to a random sample. Students will be followed and group test data collected until the end of the second grade. Criterion measure will be reading level at that time. Data will be analyzed to select those factors in kindergarten which would have predicted achievement at end of the second grade.

CALIFORNIA

03. Study of combined effects of kindergarten perception training and primary language experience reading. (NPR)

Chico State College, Chico. Sidney W. Shnayer, James F. Lindsey. Chico State College Support. 1967-70.

An intensive program of perception training (TRY materials and Winterhaven) has been conducted in the laboratory school kindergarten, beginning 1966-67. Beginning in 1967-68, the major approach in initial reading instruction has been Van Allen Language Experience. Testing is carried out on IQ, reading readiness, and reading achievement. The previous class (no significant difference in IQ) has only incidental perception training and used a linguistics program for initial reading. Comparative performance in readiness and achievement are being studied. This study, building on the findings of the 1967 investigation of the combined effects of perception training on learning to read, is a direct attempt to find ways of dealing with this important problem. A variety of approaches for teaching reading may show greater gains than the singularity of approach attempted in previous studies. If postive results are obtained, the implications for improved general school practices, as well as at the Chico State College Laboratory School, are legion. Additionally, there are implications for improved research design in reading, as well as in other areas of the school curriculum.

04. Screening for Potential Reading Difficulties

Fresno City Unified School District, 2348 Mariposa Street, Fresno. Margaret L. Thomas. ESEA support. Spring 1966 - Spring 1969.

The purpose of the project is to select from neurologic and psychological tests and examinations a protocol which could easily and quickly be given routinely to children prior to or soon after entry into school as a screening device to detect brain functioning irregularities which might result in reading disabilities, and to apply the technique to children in the Fresno City Unified School District with plans to make the protocols available for wider use after evaluation. The particularly innovative quality of the proposal is based on the concept that the brain functioning irregularities which might result in difficulties in learning to read could be detected in the preschool or beginning school child by applying knowledge drawn from the fields of neurology and psychology. The expected outcome of producing a developmental dyslexia screening protocol has significance for improving instruction. This instrument will be sensitive and will easily be applied by classroom teachers. Schools carry a great number of children who are educational and emotional casualties, bright and able children who have more or less severe reading disabilities. Currently employed remedial efforts have not answered the problem. Tools are needed to predict early and with reasonable certainty boys and girls who are liable to encounter difficulty. Once these children are identified, specific techniques can be applied from the very beginning of school to prevent academic casualties.

Elementary

05. Study of the effects adaption to differences in learning style has on primary children's achievement in beginning reading. (NPR)

Chico State College, Chico. James F. Lindsey and Sidney W. Shnayer. Chico State College Support. 1968 - 1969.

Primary children at the laboratory school are tested to establish variability in learning styles, IQ, reading readiness, and reading achievement after one, two, and three years. Data from a 1967 - 68 study establish a normative group. Comparable population from 1967 and 1968 beginning readers will be identified. Within a language experience framework, instructional practices will be adapted

to the specific learning styles by variance of emphasis of methodology and material in phonics instruction. Gains in reading achievement will be compared between the children with comparable learning styles in each group. The recently completed U.S.O.E. studies using group comparisons indicate that the groups were successful with whatever method emphasis was used and furthermore, some children failed to succeed in every approach. In short, no method or variation of method proved to be more successful than any other with any group of children. Chall's recent evaluation of those studies suggests a strong need for some means by which attention could be given to individual children particularly with the decoding part of learning to read.

06. The relationship of selected measures of screening for specific language disability (Dyslexia) to some assessments of ability and achievement in first grade students (NPR)

Graduate School of Leadership and Human Behavior, 8655 East Pomerado Road, San Diego. Mrs. Genevieve G. Oliphant. Support unknown. 1967 - 1969.

First-grade children in the Lemon Grove School District will be divided into three groups on the basis of I.Q. Those with a hearing loss above 15 db in the speech range, uncorrected vision problems, or with a bi-lingual background will be excluded. A randomly selected group from each I.Q. area will be given a number of tests of visual, auditory and kinesthetic perception, including integration of activities and delayed recall. In addition, oral language proficiency will be judged on the basis of total number of words used to tell a story, linguistic structures used, articulation, including malapropisms. Family background and teacher evaluations will be obtained for each child. Correlations will be made with some standardized achievement tests. If some tools can be located which will indicate a possibility of Specific Language Disability, and these tools are easily administered and socred by the classroom teacher, then it is possible to have an instrument of practical use, in the schools. Most diagnostic instruments now in use require special training to administer and to interpret. Short tests which would aid in a differential diagnosis of areas of weakness would be of aid in planning teaching in language areas before remedial classes became mandatory.

07. The effects of standard dialect training on Negro first-graders being taught to read from phoneme-grapheme controlled materials (NPR)

Contra Costa Junior College District, Martinez. Richard Rystrom. USOE support. May, 1968 to September, 1968.

This research is directed toward answering the questions: (1) Can Negro first-grade children with a southern Black dialect be taught to recognize and produce the English dialect?; (2) If this dialect can be taught, how will it affect language factors scores of children who acquire it?; and (3) If differences are noted, do they establish a trend and in what direction? Four classes of disadvantaged Negro children will be randomly selected, groups 1 and 2 will be pretested to determine levels of acquired word meaning, regular word recognition, irregular word recognition, sentence comprehension, word study skills, and vocabulary. Groups one and three will receive training in dialect recognition and production. All four classes will be post-tested and the resulting data will be subjected to empirical analysis.

08. An automated primary-grade reading and arithmetic curriculum for culturally deprived children.

Institute for Mathematical Studies in the Social Sciences, Stanford University, Stanford. Patrick Suppes, Richard C. Atkinson. USOE support. July,1964-July,1969.

CALIFORNIA

An IBM 1500 central process computer controls 16 student terminals in the Brentwood Elementary School in East Palo Alto, California. Four classes of first-grade students study reading under computer control in the morning, and four classes of second-grade students study mathematics in the afternoon. The equipment at the student terminals consists of a picture projector, a cathode ray tube, a light pen to be used on the CRT, a modified typewriter keyboard, and an audio system which can play recorded messages. The goal of the Brentwood Project is to discover a viable theory of instruction that will prescribe the conditions under which an instructional procedure optimizes learning. The curricula are organized so that each child can progress at his own pace, branching along a pathway of materials that reflect his particular competencies. The individualization of the theory of instruction is achieved by establishing a means of determining the best future program of instruction for a child based on a sufficient history of his past responses. Thus, the future materials presented to a child are controlled by such factors as the correctness of his past learning patterns. To the extent that this can be accomplished, the computer will function in much the same manner as an alert, intelligent teacher who has the capacity to assimilate the past responses of a child quickly enough to change the presentation of future course content to maximize his chances for learning.

09. Southwest Regional Laboratory for educational research and development (NPR)

Southwest Regional Educational Laboratory, Inglewood. Richard Schutz. USOE support. June, 1966 - May, 1969

The Laboratory's program is designed to help schools insure that every elementary school child masters essential basic skills. The Laboratory is currently: (1) concentrating on developing instructional packages in communication skills (reading) and problem solving, and (2) collecting data that will provide an adequate base for a technology of instruction in both areas. Computer skill will be applied directly to the instruction process, both in preparing materials and in carrying out instruction. Computer technology will also be applied to support those school functions performed by teachers, counselors, and administrators. The Laboratory is now engaged in developing a computer program to aid school administrators in their budget planning activities.

Secondary

10. Teaching standard-English as a second dialect to speakers of non-standard English in high school business education (NPR)

San Bernardino City Unified School District, San Bernardino. Barbara P. Hagerman USOE support. May, 1968 to November, 1969.

Subjects will be obtained from a pool of 50 tenth-grade students enrolled in beginning typing. This group will be selected on the basis of IQ scores at or above 94 on the Lorge-Thorndike Form 1-F administered to all grade 8 students, and from those students following a high school major of business education. Also required will be a score of 30 percent nonstandard or above on a dialect interference interview test. From the 50 student pool, 20 will be randomly selected for the experimental treatment (a language lab class in Standard English) and 30 will be selected as controls. Experimental subjects will be transferred from regular 10th grade English classes to the laboratory class for the duration of one school year. Participating subjects will not be aware of the experiment. Continuous evaluation of instructional materials and methods is to be made throughout the school year with diagnostic tests to be administered at the beginning and end of each lesson and unit tests after each unit. Records

will be kept of time needed for each student and each lesson and amounts of extra practice needed and the amount of supplementary material time. Scores from the Stanford Achievement Test Form W and a local grammar test of non-standard Negro dialect interference will be obtained before and after treatment of all 50 students. These scores are to be treated with analysis of covariance techniques. Followup procedures will include recording of the number of students enrolling in grade 11 shorthand, progress of these students in the shorthand classes, and recording of final course grades in grade 11 shorthand.

General

11. Research toward a reading system for the blind (NPR).

Engineering Techniques Laboratory, Stanford Research Institute, 333 Ravenswood Avenue, Menlo Park. James C. Bliss, et. al. Support unknown. October,1968 to September, 1969.

The objective of the proposed research is to determine the feasibility and usefulness of an interactive reading system for the blind by simulating a typical terminal in all of its essential aspects. With a real terminal, a blind user, connected by telephone to a time-shared computer, would move a hand-held photosensing device across a printed page, and immediately receive computer-generated speech corresponding to the text being scanned. Such a system has the potential of simultaneously supplying many blind users with a highly versatile, rapid, and reliable reading service with features that can continually evolve and improve. By simulating such a terminal, we hope to be able to specify much more precisely the required operating characteristics of each major component of such a system, and to determine the degree to which such a system would meet the real reading needs of the blind.

12. An investigation of prosodic elements in four English dialects (NPR)

University of California, Santa Barbara, Department of Speech, Santa Barbara. Theodore D. Hanley. No formal support. July, 1966 to September, 1968.

The goals of this study are to discover, by instrumental and statistical techniques, whether the dialects of Dorset, Lincolnshire, Yorkshire and Lancashire can be distinguished. The researchers will: (1) prepare a list of 25 "automatic lanuage" sentences and a stimulus question designed to elicit at least 30 seconds of spontaneous speech; (2) record 25 subjects (adult females) in each of the 4 counties, reading the sentences and speaking spontaneously; (3) analyze the tapes for duration and intensity characteristics, perhaps pitch as well; (4) analyze acoustic data from (3) for statistical significance.

13. The power of composition: thinking, discussing, writing.

Santa Clara County, Office of Education, 70 West Hedding Street, San Jose. Miss Viola M. Owen. County Service Funds support. 1967 - 1969.

The major goals of this project are to enable each individual to the best of his ability to: (1) engage in speaking and writing for many different purposes; (2) examine the thinking and emotional appeals in his own speaking and writing and that of others; (3) understand the importance of the spoken and written word in everyday life; (4) assume his share of responsibility for the uses of language in improving the human condition. The project is significant in relating thinking and discussing as necessary preparation for effective writing.

Also, the project is unique in that two large counties have joined in a curriculum development project.

14. Integration of transformational studies on English syntax.

Department of Linguistics, University of California, Los Angeles. Robert P. Stockwell, Paul M. Schachter, Barbara Hall Partee. Air Force Office of Scientific Research support. 1966 - 1969.

Much work has been done on English syntax within the framework of transformational grammar. This research project will attempt to bring all the work done to date together into a single presentation, conforming essentially to the theoretical framework presented in Noam Chomsky's Aspects of the theory of syntax, 1965. The result of the proposed work will be a fully, integrated set of rules, annotation of the sources and modification of them, with justification of the modifications and appropriate commentary. Uninvestigated areas will be pointed out, and inadequate analyses will be expanded in conceptualization and detail. Various of the theoretical syntactic topics to be integrated are: (1) relativization, (2) nominalization, (3) determiner system, (4) negation, (5) complementation, (6) imperative/passive/interrogative, (7) lexicon, (8) conjunction, (9) phrase structure, (10) pronominalization.

COLORADO

Elementary

15. Influence of content of primers on school children.

Department of Psychiatry, University of Colorado Medical Center, 4200 E. Ninth Avenue, Denver. Gaston E. Blom, Richard R. Waite, Sara G. Zimet, John L. Wiberg, and Cynthia Rose. National Institute of Child Health and Human Development support. 1968 - 1973.

This is a continued study of the substantive and motivational aspects of first-grade reading textbooks used in the United States and a number of foreign countries (See Inventory on Projects and Activities in Reading and English, No. 3, August, 1968, pg. 10-11). The study will further explore: (1) the relationship among reading preferences of children; (2) the content variable of stories; (3) the reading acquisition of children; and; (4) the transmission of cultural attitudes and values through textbook reading materials. This research deals with the written and illustrated content of first-grade reading textbooks as an important contributive factor to the problem of reading retardation. Content is viewed as a motivative factor in influencing children to read. It is also a way in which cultural, interpersonal, and individual attitudes and values are communicated to children. Along with a study of the content of the texts, the responses of the children will also be investigated. These data will then be compared and presented on pictoral scales which have been developed for age, sex, story outcome, and interest. A preference paired choice method of response to stories will also be used. To date, two publications have appeared as a direct result of the research. They are:
Waite, R.R. Further attempts to integrate and urbanize first-grade reading textbooks: a research study. Journal of Negro Education, Winter, 1969, 62-69, and Zimet, Sara F. American elementary reading textbooks: a sociological review. Teachers College Record, January, 1969, 70 (4), 331-340.

16. The first grade reader-transmitter of skills and values.(NPR)

Department of Psychiatry, University of Colorado Medical Center, School of Medicine, The University of Colorado, 4200 E. Ninth Avenue, Denver. Gaston E. Blom, M.D., Sara Zimet, Richard R. Waite, John L. Wibert. USOE, Public Health Service, Health Service of the Mental Health Administration, National Institute of Mental Health support. January, 1969 to December, 1969.

The objective of this project is to coordinate and integrate the research data that has been collected and interpreted during the five year duration of a research investigation of the substantive and motivational aspects of primary reading textbooks used in the United States.(See description No. 15 in the present Inventory.) This would be done for the purpose of communicating the findings in book form to students and teachers concerned with the research and instruction of the initial teaching of reading.

17. Hegeler Reading Study

Western State College, Gunnison. Roger L. Duncan. Hegeler Foundation and local support. 1964 - 1969.

This study includes a six to fourteen first-grade classes in nine school systems. In eight of these systems, a comparison is being made between the Open Court Basic Readers and traditional basal readers. In the ninth, a separate comparison is being made between the Open Court and the Economy series. The Open Court readers include an intensive phonetic approach, a strong writing emphasis, and use of children's classics for content. The Open Court composition program and some aspects of the reading program were being developed and tried out during the first two years of the study (1964-5 and 1965-6), so that the year (1966-7) represented the first full use of the complete Open Court program for correlating the language arts. Each locality had three to seven Open Court first-grade classes that year and provided an equal number of control classes, similar in IQ and socio-economic status and teacher rating. All classes were tested in reading and spelling in the spring of 1967, with follow-up testing as they complete second and third grade. The Open Court approach correlates reading, writing, listening, and speaking from the beginning of first grade so that all the language skills develop together and support each other. Early results have been highly favorable to the new approach.

18 Perceptual development as related to reading progress.

Department of Psychiatry, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver. Dr. Mark Rudnick. USOE support. 1966 - 1969.

A series of experiments will investigate some aspects of the relationship of perceptual development to reading progress in elementary school age children. The research is designed to make a more adequate test of the hypothesis that auditory-visual transposition is related to reading, and to determine that advances in this ability precede advances in learning to read, rather than the reverse. A method has been devised to separate the variables of auditory-visual transpostion, temporal-spatial transposition, and temporal and spatial pattern perception. The relationship of reading to each of these variables is to be determined.

CONNECTICUT

Pre-School and Elementary

19. Perception and retention in children's reading. (NPR)

Department of Psychology, The University of Connecticut, Storrs. Leonard Katz and David A. Wicklund. National Institutes of Child Health and Human Development, Public Health Service support. December, 1968 - November, 1971.

The proposed experiments will investigate basic processes of perception and short-term memory that are important in the act of reading. Preschool and primary school children will constitute most of the experimental subjects. Differences between good and poor readers will be studied throughout the series of experiments. Both small linguistic units (e.g., letters, phoneme groups) and larger units (e.g., words, phrases) will be investigated. The variables of major interest will be those which determine visual or auditory similarity among linguistic units. Stimulus generalization (or confusion) will be separated from response generalization, where applicable. Much recent evidence strongly suggests that visual linguistic material is quickly encoded by the observer into an auditory dimension. The proposed research will be concerned with parameters of the visual-to-auditory encoding. In addition, the short-term retention(measured in seconds) of material that has been spoken or read has been shown to be influenced by visual and acoustic similarity. The proposed investigation will investigate the roles of these phenomena in reading. Since reading involves the rapid recognition of spelling patterns with their phonemic base within a framework of syntactic associative and statistical (e.g., redundancy) constraints, the processes involved in the development of such constraints and their influences on learning and recognition will also be explored.

Elementary

20. Intensive reading and instructional teams. (NPR)

Hartford Public Schools, 249 High Street, Hartford. Robert J. Nearine. Connecticut Department of Education support. September, 1965 on-going.

The purpose will be to develop an intensified program of team reading instruction, and to explore its effects on selected groups of disadvantaged inner-city youngsters. The subjects for the investigation are 469 fourth, fifth, and sixth grade children selected on the basis of flexible criteria which included measured reading achievement one to three years below grade level, an ability to work successfully in a group program as judged by the teacher, and operational fluency in the English language. The students were instructed in cycles ranging from 9 to 10 weeks in length by a team of two reading teachers and a reading specialist. Daily instruction stressed vocabulary and comprehension development, phonics to include instruction in word attack skills, and individualized reading with students moving from teacher to teacher on an hourly basis. Instructional techniques involved a departmentalized structure, the employment of each team member in only one of the three instructional areas, extensive use of motivational and multimedia techniques, new reading materials, and the use of the pupil-teacher conference as both a motivational and an assessment technique. Results from the pre and post-testing of 341 children using the California Reading Achievement Test showed that significant mean gains were made by pupils in the areas of vocabulary, comprehension, and total reading achievement, and that the 1966-67 group gains generally equalled or surpassed those reported for comparable cycles during the previous school year. Data from the Lorge-Thorndike Intelligence Test given to 71 children indicated no significant gains following 10 weeks of intensive instruction. A follow-up study revealed that approximately 66 percent of the tested group continued to make significant gains in comprehension and total reading, while 38 percent made gains in vocabulary only.

DELAWARE

Elementary

21. Teaching reading at the primary level. (NPR)

College of Education, The University of Delaware, Newark. Russell G. Stauffer, et.al. USOE support. October, 1967 - September, 1968.

The major objective of this study is to test the hypothesis that there is no statistically significant difference between the effects and outcomes of two instructional methods, the Co-ordinated Language Experience Approach and the Basic Reader Approach, when extended and applied at the second and third grade levels. Independent pupil variables that may be included are sex and mental ability. Independent teacher variables include effectiveness, academic preparation, and teaching experience. The following criterion variables will be considered: (1) listening, (2) oral and silent reading, (3) spoken and written expressional fluency, and (4) creativity. Close cooperation with two other centers (University of Pittsburgh and Oakland Schools, Pontiac, Michigan) is planned through the use of equivalent measures, common basic theoretical procedures, and an analysis of common elements. The Co-ordinated Language Experience Approach will include utilization of the natural language patterns of children in developing pupil facility in listening, oral communication, written communication, and reading. Whole class, small group, and individual organizational procedure will be employed. The Basic Reader Approach involves teacher utilization of practices, procedures, and materials suggested in basic reading teachers manuals at grade levels being studied. The investigation procedures include: (1) preplanning session with representatives from other research centers (already accomplished); (2) staff orientation-methods and materials development sessions; (3) pre-testing of population; (4) instructional period of one year at each grade level; (5) periodical in-service sessions and classroom supervision of teachers; and (6) post-testing of populations. Ten classrooms will be used for each approach and an analysis of variance or covariance statistical program will be employed as needed. An article based on this research recently appeared in the Summer, 1969 issue of the Reading Research Quarterly. The paper was entitled "The effectiveness of Language Arts and Basic Reader approaches to first-grade reading instruction -- extended into third grade," and was submitted by Russell G. Stauffer and W. Dorsey Hammond.

DISTRICT OF COLUMBIA

Elementary

22. Cultural and linguistic factors in reading (NPR)

Education Study Center, Inc., 711-14th Street, N.W., Suite 919, Washington. Joan C. Baratz and William A. Stewart. USOE, Public Health Service, Health Service of the Mental Health Administration, National Institute of Mental Health support. December, 1968 - November, 1969.

The research proposed here is an attempt to assess whether using the child's out-of-school abilities, his special linguistic and cultural differences, as the foundation upon which to build skills, will enable him to learn to read and to succeed in the school setting. The goals of this study are: (1) to teach children to read standard English; (2) to prepare materials for the Negro child that use his unique linguistic system as a bridge toward the acquisition of reading ability in standard English; and (3) to prepare teachers to teach the culturally different child.

DISTRICT OF COLUMBIA

Elementary through Secondary

23. An interdisciplinary committee on reading problems.

ICRP, Center for Applied Linguistics, Washington,D.C. Doris V. Gunderson. Ford Foundation support. September, 1967 - September, 1969.

The principal objectives of this research committee are to: (1) identify the problem of reading difficulty; (2) define it; (3) describe it; (4) determine how it is being managed at the present; and (5) make concrete proposals for improvement. There are seven task forces dealing with specific areas of reading problems: (1) definition and etiology; (2) diagnosis; (3) early predication; (4) incidence and implications; (5) treatment configurations in educational settings; (6) treatment configurations in other settings such as hospitals, clinics, etc; and (7) administrative aspects of school programs. Each task force will produce state-of-the-art papers after a thorough study of the literature. Guidlines for further research will also be included in the reports. Committee members represent such disciplines as neurology, psychiatry, pediatrics, linguistics, psychology, sociology, anthropology, and education. The task force reports will be published by the Center for Applied Linguistics in late 1969.

24. A basis for applying linguistics and anthropology to the problem of teacher-pupil cultural misunderstanding. (NPR)

Center for Applied Linguistics, Washington. Alfred S. Hayes and Orlando L. Taylor. Ford Foundation support. August, 1968 - September, 1970.

The principle goal of this project is to discover the behavioral parameters of the culturally biased teacher when he/she communicates disapproval of what the student from a subculture does and says in the class. In addition, the student's consequent reaction to the teacher will be assessed. The communicative mechanisms being analyzed are both verbal (the use of spoken language) and non-verbal (the use of gestures and mannerisms). The investigators will attempt to determine what aspects of verbal and non-verbal behavior on the part of the teacher are significant in the communication of disapproval and what behaviors in the student's reaction reflect that disapproval has, in fact, been communicated by the teacher. The project will focus on classroom situations involving Negro children and white teachers. The problem is, of course, not limited to the areas of interaction between white teachers and Negro students, since due to its very nature, the question extends to Spanish American, American Indian, Puerto Rican, and white Appalachian children as well, and can also occur with middle-class Negro teachers and lower-class Negro students. It is hoped that the application of the findings will extend to these groups and these various teaching situations. There are tentatively five areas of involvement: (1) observation of video tapes and films made in classrooms; (2) live classroom observation; (3) psycholinguistic experiments such as ethnic and social class identification by subjects listening to speech samples on tape; (4) interviews and discussion sessions with informants; and (5) an attitude inventory which will attempt to get at some of the underlying misconceptions of teachers regarding linguistic and cultural phenomena. The main concern at the present is with live classroom and video-tape observations which are expected to yield comparative data on what the teachers profess to believe about language and culture and how these attitudes are expressed in their actual behavior in the classroom. These observations may also provide clues for effective use of dialect differences in the classroom along with providing the basis for developing new approaches toward teacher training,

educational materials and curriculum development. Upon completion of classroom observations, all data will be categorized by the research team according to "linguistic confrontation" or "potential linguistic confrontation." A linguistic confrontation is defined as a situation in which there is verbal or non-verbal negativism overtly expressed by either student or teacher or both in connection with the students' non-standard dialect. A potential linguistic confrontation is a situation in which overt conflict was purposely avoided, or possible conflict was unrecognized and undeveloped by either student or teacher or both. These segments will be grouped together as a function of similar features according to the following variables: (1) social class of school; (2) race of child; (3) race of teacher; and (4) grade level.

Elementary through Adult

25. The Sociolinguistics program

Center for Applied Linguistics, Washington. Roger W. Shuy. Carnegie Corporation, Ford Foundation, NIMH, USOE support. 1966 - 1969.

The Sociolinguistics Program concentrates on four interrelated areas which describe and analyze: (1) linguistic phenomena; (2) cultural phenomena; (3) language development phenomena; and (4) language pedagogy. Included under linguistic phenomena are studies of the structure and social stratification of language. Here, phonological and grammatical variables have been chosen to determine the correlation of linguistic features with the social variables of class, age, sex, stylistic context, and racial isolation. In addition, a psycholinguistic attitude study has investigated the ways in which listeners assign class status and ethnically identify individuals on the basis of their speech behavior. With respect to cultural phenomena, anthropologists and sociologists have worked together with staff linguists in an attempt to provide useful cultural interpretations of linguistic data along with demographic and background-profile information about the subjects from whom data are elicited. Studies treating language development have included investigations of language acquisition in sub-cultural groups along with research concerning the relationships between the linguistic behavior of a speaker and his chronological age. The pedagogical goals of the program are to: (1) develop and evaluate oral language materials; (2) carry out studies of the possible interference of non-standard language patterns on a child's learning to read; and (3) participate in workshops and institutes for teacher training. One important outcome of the research has been a series of significant publications now available to the public. The Urban Language Series published by the Center for Applied Linguistics at present includes:

(1) William Labov. The social stratification of English in New York City.
(2) Bengt Loman. (Editor and Transcriber). Conversations in an American Negro dialect.
(3) Roger W. Shuy, Walter A. Wolfram, and William K. Riley. Field techniques in an urban language study.
(4) Joan C. Baratz and Roger W. Shuy (eds.). Teaching black children to read.
(5) Walter A. Wolfram. A sociolinguistic description of Detroit Negro speech.

This material may be obtained from the Publications Section of the Center for Applied Linguistics.

Adult

26. A three-factor diagnostic test of word recognition for beginning adult reading. (NPR)

National Education Association, 1201 16th Street, N.W., Washington. Dr. R.W. Cortright. State of Michigan support. 1969.

A battery of sixteen tests will be developed which will measure an adult's ability to recognize words utilizing information present in the initial letters of a word. Separate estimates will be obtained of a person's ability to recognize words presented in either the auditory or visual mode. The test will require two kinds of responses: paired comparison and absolute judgement. The permutations of these conditions will define the composition of the sixteen tests and in turn yield a profile for each learner. It is generally recognized that the success of a basic education program for adults depends upon the degree to which the instruction can be individually prescribed. The choice of teaching methods and materials to meet individual needs must be based on detailed information about a learner's strengths and weaknesses. This project will develop a diagnostic instrument based upon three major variables in word recognition and will comprise subtests which exhibit the desired measurement properties.

FLORIDA

Elementary

27. The effect of a librarian-centered reading guidance program on the reading skills and habits of elementary school pupils.(NPR)

Department of Education, University of South Florida, Tampa. R. S. Allen. USOE support. July, 1968 - June, 1969.

A strong library-centered, reading-guidance program will be studied to determine its effects on the reading achievement of fourth and fifth grade pupils. Ninety students from one elementary school will be divided in thirds into two experimental groups and one control group, and will be matched according to eye-movement photography scores. One experimental group will be assigned a full reading-guidance program. The other will have scheduled access to the school library but no formal reading guidance. The control group will have no scheduled library periods, and will only have circulation privileges. The experiment will be conducted in two phases of 16 weeks each, exclusive of the pre- and post-testing periods. All of the subjects will be tested before and after the experiment using the Durrell-Sullivan individualized reading tests and the Iowa Test on Work-Study Skills (test B. Grades 4-9). In addition, the children's reading habits will be evaluated by the teachers both before and after the experiment. Reading inventories will be taken at the beginning and at the end of the study. The eye-movement photography test will also be repeated at the end of the experiment.

Elementary through Secondary

28. Rural county computer related instructional technology project.

Dialect Language Project Coordinators, Wakulla County Florida, Rt.2,Box 2, Crawfordville, Florida. William E. Whaley, Polly Guilford, Ann Burks. USOE support. 1968 - 1971.

The Dialect Language Project is a component of the Wakulla County Computer Related Instructional Project. As the Language Project's first step, the non-standard speech of Negro students in grades K-12 has been studied, and a contrastive analysis of this speech with standard Southern English has been prepared. Based on this analysis, materials aimed at providing students with

standard phonological and syntactic patterns are being developed. The Project's goal is to make the country's Negro students bidialectal. The methods used are those of audio-lingual language teaching, and the materials will be set within the framework of experiences and vocabulary that culturally disadvantaged students have not had. The Language Project materials are designed to be an integral part of the classroom teacher's language arts curriculum in grades K through 12. They will contain sound drills and syntactic pattern drills based on deviations as specified in the contrastive analysis. These materials will provide for the student intensive and extensive practice with problems he encounters in the target dialect. In addition, it is believed that these materials will enable teachers to teach reading via phonics, a method which has heretofore been unsuccessful because of the sound change problems encountered by non-standard dialect speakers. These materials will be of the greatest benefit in integrating the non-standard dialect speaker into both school and society and will ultimately aid in increasing the economic and social mobility of the dialect speaker.

29. Corrective Reading Project.

Polk County Board of Public Instruction, Box 391, Bartow. Alice Woods, Elizabeth Stevenson. ESEA - P.L. 89 -10 support. 1966 - 1970.

This corrective reading program is focused on elementary students in their 3rd and 4th years in school and on secondary at 7th and 10th grades. The aims are to help students correct reading problems that could not be dealt with in the usual crowded regular class. Classes are small (3-10), thus allowing much time for the special reading teacher to diagnose and remediate for the individual child. In the elementary school one-half of the project involves the developmental reading program whereby the reading resource teacher goes into the classroom to assist the classroom teacher in upgrading her total reading program. The courses in teaching of reading were sponsored for in-service training of these teachers, before they began their remedial instruction classes, with professors from the University of Southern Florida. The last was a five-week workshop in which 40 children were brought in to work with the 40 teachers. Many materials were examined and used. Consultants were invited into the county to speak to special teachers and any interested persons. These"seminars" were well attended. Pre- and post-test scores for each year have shown improvement in reading skills. The subjects have also increased their interest in reading.

Secondary

30. Effectiveness of two ways of teaching grammar to students of different ability patterns. (NPR)

Florida State University, Tallahassee. F.J. King and Russell Kropp. USOE support. June, 1968 to July, 1969.

Two hundred public school students in grade 10 will be randomly assigned to one of two instructional treatments to study whether students learn structural relationships in English better when the methods are related to their ability patterns. The treatments will consist of a programmed text in either traditional or transformational grammar. Ability measures will be administered to the subject in pretest design. Homogeneity of regression for each ability measure and the achievement criterion will be tested. A determiniation will be made of whether gains in learning are great enough to warrant any increases in the host of the differential treatments. Practical implications of the findings will be examined through utility studies.

HAWAII

Elementary

31. K-6 individualized materials development for English language communication skills curriculum. (NPR)

Hawaii Curriculum Center, 1625 Wist Place, Honolulu. Gerald Dykstra, et.al. USOE Title III support. September, 1966 - September, 1971.

The goals of this project are: (1) a curriculum system development encompassing the specification of behavioral objectives, the assessment of student repertoires, the development of instructional strategies, redefinition of the role of the teacher, the design of classroom learning environments, utilization of peer teaching; and (2) curriculum materials development with multi-media, multi-modal programmed materials for individualized learning of English language skills (listening, speaking, reading, and writing). Materials in these skills include equipment such as 8mm film loop projector, Language Master, typewriter, reading card stacks, phonograph with records, and cassette tape recorders.

32. Hilo language development project.

State of Hawaii Dept. of Education, Hilo. Robert O.H. Petersen, Harry C. Chuck. USOE support. 1965 to 1970.

This project is both experimental and developmental. It is testing experimentally the efficacy of a certain method of teaching standard English to speakers of the Hawaiian dialect, and is developing the method it is testing. The following points list the main features of the project:
1. The idea of dialect relativity -- there are advantageous and socially correct times to speak both Standard and dialect. There is no question of eradicating the dialect, but standard English is an additive rather than a replacive form of communication.
2. The use of contrastive analysis to determine what communication behavior the children must learn in order to function in Standard. The most prominent differences between the two dialects are the bases for constructing lesson plans.
3. Learning objectives are placed in a "common sense" sequence. Some learning objectives are introduced early in the sequence because they are needed for anything but the most basic communication. Some grammatical constructions must be learned concurrently, or one before the other.
4. Lesson plans are written for groups, but can be used for individual instruction.
5. First, the objective is illustrated (by a dialogue,etc.), followed by exercises, pattern drills, conversation drills. Finally, there are suggestions for activities to promote the use of the new feature of standard English in actual communication.
6. Teaching strategy. Lessons presented orally, children listen, repeat, and when possible act out this part. Further examples are practiced in new sentences and situations illustrated through pattern drills and similar exercises. The teacher must see that the child learns to set the standard English and Hawaiian dialect behaviors in separate environments.
7. For experimental evidence, the project collects data on the relative success of children in the project classes (K-3) and in a similar control group. A system of rating has been devised which places the child on a scale ranging from extreme Hawaiian dialect to standard. Efforts are being made to develop this rating into a useful instrument for schools.
8. Two kinds of results are expected. Experimental results will indicate whether the project approach would be useful for schools in areas with dialect problems. The experience with the developmental aspect of the project will result in a document designed to explain how to go about developing a teaching

program and lessons in other non-standard dialect areas; a speech rating scale useful in other non-standard dialect areas; and an example set of lesson plans for the use of people developing a program in another area. The project does not ignore other aspects of language arts in favor of a strictly "linguistic" approach. All dimensions of language arts are inter-related and dependent on one another; the primary focus is upon dialect differences. Development in reading, writing, study of grammar, composition, rhetoric, oration, drama, literature, and other dimensions of language arts are by and large not possible for the child who cannot handle standard English.

College

33. Developing an accelerated course in Freshman Composition. (NPR)

University of Hawaii, Department of English, 1733 Donagho Road, Honolulu. Professor Richard L. Larson. University of Hawaii support. 1968 - 1970.

This project seeks to develop the outline for a course in composition that will achieve in one semester the principal goals now sought at the University of Hawaii (and probably elsewhere) in two semesters. In the fall, 1968, a group of instructors volunteered to teach their sections according to an experimental plan worked out in discussions before the semester began. Students in these sections (who were not pre-selected, but enrolled at random, not knowing that their sections were experimental) were excused from the second semester of composition if they made C or higher and were to be tested in May, 1969, along with a group of students who took the regular two-semester course, to determine whether they gained greater mastery, the same mastery, or less mastery of some particular skills regularly sought in two semester composition courses. In 1969 - 70, the effects gained from differently designed one-semester courses may be compared, to see which design leads most effectively to mastery of the desired skills, or whether two or more designs are equally effective. The skills sought (in 1968 - 69) are those of: (1) reporting accurately and vividly the facts about an event and the content of a piece of writing; (2) arguing effectively in support of an interpretation of a completed event; (3) arguing in support of a recommended course of action. In 1969 - 70, a different set of skills may be identified and different course designs to help students gain these skills may be evaluated. The project thus looks toward establishing the comparative values of longer and shorter instructional periods in giving students the desired skills, and also toward a way of evaluating different designs in composition courses. It also seeks to identify the differences in achievement among students working under different instructors who have agreed to seek the same objectives, and to raise questions for investigation about the differences in techniques employed by these different instructors. Thus the project hopes to address, even if it cannot answer, questions about what makes for effectiveness in teaching composition.

General

34. Computer program to convert word orthography to phoneme equivalents. (NPR)

Hawaii University, Honolulu. Donald Leton. USOE support. May, 1968-May, 1969.

A computer program will be further developed to translate printed English words into their oral equivalents. A computer program previously developed to accept printed English words as input, analyze them to identify their component graphemes and phonemes, and produce the phoneme outputs will be used. This effort will deal with storage of exceptions, program and testing the efficacy of the pro-

gram in an operational simulation of reading. The phonemes selected will be based on: (1) phonemic rules which are generated by the computer program from its analysis of unfamiliar words, and (2) accumulated probabilites recorded in a matrix of grapheme-phoneme associations. Related objectives of this investigation include analysis of types of errors or inadequacies of stored rules, and analysis of redundancy in the grapheme-phoneme association matrix.

ILLINOIS

Pre-school

35. Pilot study with kindergarten children -- a preventive program. (NPR)

Des Plaines Elementary School, Dist. 62, 777 Algonquin Road, Des Plaines. Mrs. Estelle Bradley, et. al. Support unknown. 1969.

There is a significant number of children who are slow learners because of a lack of general readiness in the area of emotional, linguistic, perceptual, visual, or motor coordination development. The child's frustration of not being able to keep up with his classmates' activites and the lack of remedial measures to help him concentrate for discussion, compounds the problem to the point that his learning is often impossible. The aim of this program is to provide a curriculum based on an interdisciplinary approach to provide the child both vicarious and real experiences to help him compensate for any deficits he might have. Materials and techniques will be used to bridge the gap between the child's sequential learning pattern -- from the concrete to the abstract. A preventive program such as this will help the child develop an independence and give him a sound foundation in the readiness skills necessary for academic success.

Elementary

36. Effectiveness of primary reading materials phrased in the language patterns of a group of Afro-American children as compared with the same materials translated into Standard English usage. (NPR)

Chicago Board of Education, 228 North LaSalle Street, Chicago. Lloyd Leaverton Office of the Superintendent of Public Instruction, State of Illinois support. September, 1965 - June, 1969.

This study investigated the effect that the utilization of reading materials based on the actual word-patterns and grammatical structures most frequently occuring in the speech patterns of a group of Afro-American first grade children would have on the efficiency and quality of learning in the beginning reading situation. More specifically, the following hypotheses were tested: (1) For children whose established dialect differs from standard English usage, learning to read will be facilitated if the primary reading materials are phrased in the actual word patterns and grammatical structure characteristic of the established dialect; (2) Learning to read stories phrased in standard English will be facilitated if the child first learns to read the same story phrased in the grammatical structure characteristic of the child's established dialect. A first grade class of children was divided into two groups on a random basis, stratified by sex. The experimental group was given the experimental stories in which the verb form corresponded to the oral speech of the child. The control group was given the same material except the verb form was changed to

correspond to standard English usage. All reading instruction with both groups was tape recorded during the entire school year beginning September, 1965. Data analysis is not completed. Preliminary findings, however, show significant difference on several variables in favor of the experimental group with respect to Hypothesis 2. There were also strong indications that the children in the experimental group who scored low on the Metropolitan Reading Readiness Test tended to progress better in reading than the "low"children in the control group. The primary reading materials developed for the study were in the process of being published by the Chicago Board of Education and were to be available for dissemination in the spring of 1969. Two questions are, at present, being investigated. They are: (1) What effect does ability, as measured by Lee-Clark and Metropolitan Reading Readiness, have on success with the experimental materials?; and (2) Are there abilities possessed by the potentially gifted culturally disadvantaged child, whose dialect differs from standard English, that are not reflected on the group intelligence tests or reading readiness tests presently being used in most school systems? To evaluate the first question, children were grouped by the Lee-Clark Reading Readiness Test into three first grade classes. Each child was given the Illinois Test of Psycholinguistic Abilities and a group intelligence test. Each class was given the experimental reading materials throughout the 1967-68 school year. During the year, periodic evaluation of progress was given with respect to several dependent variables or learning outcomes. To evaluate the second question test socres of the ITPA are in the process of being analyzed with respect to the learning outcomes shown by the children. It is anticipated, for example, that some children in the low and average classes will score high on a particular ITPA subtest. Performance on this particular subtest will then be correlated with success on the various learning outcomes of the experimental materials.

37. Effectiveness of i.t.a. as a medium for reading instruction.

University of Chicago,5835 Kimbark Avenue, Chicago. Helen M. Robinson. Local support. September 1966 - June 1970

With methods of instruction and materials held constant, an attempt to evaluate i.t.a. as a medium is being undertaken. Eight schools of differing socioeconomic levels have pairs of teachers with experimental and control classes. Teachers will reverse positions and begin new groups in 1967. Pupils will be compared through third grade. Final data will be collected in May-June,1970 and then will be processed.

Elementary through Secondary

38. The verbal behavior of educational administrators: an analysis of the language of school principals. (NPR)

Midwest Administration Center, Chicago. Lena L. Lucietto. USOE support. October, 1968 to October, 1969.

This study proposes to apply a computerized content analysis program in the examination of the verbal behavior of administrators. It hypothesizes that there are relationships which exist between linguistic factors and: (1) personal history variables; (2) perceptions of administrative performance; (3) measures of personal needs of administrators. The plan of the study is to determine how manifestations of differential personal needs of administrators and staff perceptions of their administrative behavior are related to differences in the language which administrators use. The specific focus is on the principal as he behaves vis-a-vis his teachers in the school setting. The ultimate objective is to develop dictionary categories reflective of the orientations of educational administration. The proposed study is expected to contribute to theoretical knowledge of administrative behavior in two ways: (1) by providing evidence

which will help to determine the degree to which the principal's language is related to factors indicated above; and (2) by providing an effective methodological scheme which may be applied by other researchers in analyzing language in other educational situations.

Secondary

39. Oral grammar drills for high school. (NPR)

Department of Linguistics, Illinois Institute of Technology, Chicago. Joseph A. Roy, Lawrence M. Davis. Chicago Community Trust support. September, 1968 to June, 1969.

The investigators propose to prepare drills which will give inner-city speakers of Black English sufficient opportunity to hear and say standard English forms automatically until they become his forms for all communication. The linguistic component of this proposal will be divided into five separate activities in the following sequence: (1) a review of relevant research material; (2) the construction of 300 grammar drills on those points where standard English and Black English are most different; (3) the instruction directed toward high school teachers in how to use these drills; (4) the supervision by the researchers of the teachers using these drills; and (5) a revision of possible inadequacies of the materials, along with perhaps additional exercises.

General

40. Recordings of standard English. (NPR)

Department of Linguistics, Illinois Institute of Technology, Chicago. Alva L. Davis, et. al. USOE and Univ. of Illinois support. September, 1968 to June, 1969.

This project is designed to create an integrated collection of 25 samples of speech representing the major dialect areas of the United States and Canada, with supplemental recordings from other English-speaking areas. To assure a continuity lacking in previous collections, all 25 informants are being interviewed with a specially designed, standardized questionnaire which: (1) elicits short-answers; (2) asks the informant to read a short passage; and (3) asks for a brief sample of free conversation.

41. A study of the urbanization of a Blue-Grass Kentucky dialect. (NPR)

Department of Linguistics, Illinois Institute of Technology, Chicago. Lawrence M. Davis. Private support. January, 1968 to December, 1969.

An attempt will be made to determine changes as the result of a Kentucky dialect's "movement" to Chicago, Illinois. After first determining the structure of a Blue-Grass dialect, the study will then examine the speech of a native Chicagoan, whose parents came from Kentucky as adults, in an attempt to determine what influences his parents' dialect has had and to what extent the informant's speech differs from the speech of other native Chicagoans with different backgrounds.

INDIANA

Elementary

42. The effectiveness of analyzing syntactic structures of literature as compared with analyzing self-generated sentences for improving the written expression

of fourth-grade pupils. (NPR)

School of Education, Indiana State University, Terre Haute. Vanita Gibbs. Indiana State University support. 1969.

Students in this research project were taught separately in two groups: (1)a literature treatment group of three classes; and (2) a writing treatment group of three classes. Class time was limited to syntactic analysis. The literature classes analyzed the written language structures of literature and the writing classes analyzed their self-generated sentences. At the end of the teaching phase of the experiment, writing samples were collected from all subjects, and the language section from the Iowa Test of Basic Skills was administered to provide data for statistical analysis. Four persons were given instruction in rating before making their separate evaluations of the writing samples. Normality of the distribution and variables significant to written expression were controlled partially through the procedures of measurement. Ratings on each writing sample were made for five separate criteria of written expression. A composite of these ratings was used as a measure of total written expression. Rater reliability coefficients were sufficiently high to justify testing for significance between the treatment effects. Analysis of variance of post-test scores was performed using a block design as an alternative to covariance analysis. The literature treatment consistently produced more positive effects than the writing treatment. Significant values were obtained for the composite of the criteria for written expression and for two of the six separate criteria: (1) attractiveness of expression; and (2) the language section from the Iowa Test of Basic Skills. The conclusions of this investigation would suggest two major points for consideration in the preparation of an English curriculum to improve written expression. Literature provides a broader variety of syntactic models for children to analyze than does their own writing, and therefore, ineffective written expression may be the result of inadequate syntactic sources. However, the involvement of self in the activity of generating sentences is a motivational factor for effective expression.

43. A study of the effects of tutoring on the self concept, reading achievement, and selected attitudes of culturally disadvantaged children. (NPR)

The Reading Center, Ball State University, Muncie. William J. Nichols. Support unknown. 1967-1968.

This study was designed to assess the impact of tutoring provided by university students on reading achievement and attitudes of children from culturally disadvantaged areas. The tutoring was provided through a university Student Voluntary Services program at Ball State University. Tutors met individually with 53 pupils of grades 4,5, and 6 from three selected schools weekly for a total of 12 tutoring sessions. Results were compared with a control group from the same grades in these schools. Performance on the Gates-MacGinitie Reading Tests and analysis of Sears Attitude Scales and Self-Concept Inventory with informal questionnaires revealed no significant difference in achievement, but significant changes were found for the tutored group in attitudes toward adult and peer interaction, recreational activites (participant), and creative and free expression. The significance of a tutorial relationship between university students and children merits further careful consideration in terms of potential for emerging programs to aid the "disadvantaged."

College

44. The functions and preparation of reading specialists. (NPR)

Valparaiso University, Valparaiso. Richard C. Kroenke. No formal support. 1968.

The purpose of this study was to determine whether college and university programs for reading specialists were providing the type of course work, laboratory experience, and general background of training that reading specialists, now employed as such, felt had prepared them for this type of assignment. The information of the study was obtained through a questionnaire sent to reading specialists throughout the nation; it represents a random sampling. The study provides a relatively detailed study of the many functions reading specialists are required to perform, some indications of courses that contributed toward the preparation of specialists, an evaluation of these courses, plus suggestions of other courses considered important, a listing of valuable experiences in the preparation of specialists, and a statement of knowledge considered important in functioning as a reading specialist.

45. Prospective teacher fellowship program.

Ball State University, Muncie. Betty W. Robinett. USOE support. 1967 - 1969.

The Prospective Teacher Fellowship Program in English was for secondary school teachers who had never taught or who had not taught for several years. The program led to a Master of Arts in English and entailed 45 quarter hours of graduate work. Stipulation was made for the completion of certification requirements if the fellow had not already done so. The purpose of the project was to provide facilities for a select group of students to obtain a Master of Arts Degree in English and professional (permanent) certification in English. The core of the program included courses in the new approaches to English grammar, literacy criticism, and composition. The remainder of the program was devoted to the study of British and American literature.

46. An interpretation of reading research to specific audiences of practicing educators. (NPR)

School of Education, Indiana University, Bloomington. Carl B. Smith. USOE support. June, 1967 - January, 1969.

This project summarized research in four different aspects of overcoming reading problems and directed the discussion to four different target audiences: (1) the classroom teacher; (2) the reading specialist; (3) top level administrators; and (4) school principals. Indiana University, the International Reading Association, and ERIC/CRIER cooperated in the development of the manuscripts. Pertinent literature was located and reviewed to provide necessary background, and site visits were made to innovative reading programs to gather data.

47. Application of convergence technique to basic studies of the reading process. (NPR)

The School of Education, Indiana University, Bloomington. William Gephart. USOE support. June, 1968 - October, 1968.

The purpose of this project is to develop a method of improving literacy through analysis and evaluation of the reading processes. Through the use of a research logic matrix, a sequence of tasks will indicate the necessary literature and logic required to reach the final objective. The formation of the matrix will be accomplished by a six-member planning team composed of three government

employees and three non-government employees. Final selection is to be approved by the U.S. Office of Education's Bureau of Research. The result should be a scientifically oriented technique to determine areas of reading that need improving for individuals.

48. ERIC/CRIER (Eric Clearinghouse on Retrieval of Information and Evaluation on Reading).(NPR)

School of Education, Indiana University, Bloomington. James Laffey. USOE support. June, 1966 - on-going.

The ERIC Clearinghouse on reading includes research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels. Information as to the role of libraries and other agencies in fostering and guiding reading is available from the Clearinghouse along with reports on diagnostic and remedial services located in school and other clinical settings. The Clearinghouse acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates information relating to reading through the ERIC system. Interested persons may write to the above address for further information.

KENTUCKY

General

49. Development of an expanded reading code for the blind.

University of Louisville, Louisville. Emerson Foulke. USOE support. September, 1967 - August, 1970.

The braille code contains 63 characters. The object of the research is to develop an enlarged set of characters, of known and high discriminability, using an expanded matrix. The elements in this stimulus alphabet will be paired with the elements in one or more response alphabets, such as a braille type alphabet with a greatly expanded list of contractions, the elements in a language syllabary, or the elements required to communicate concepts in technical fields such as mathematics, chemistry and computer science. The performance of braille reading Ss (speed and accuracy) will provide the evidence for pattern legibility. When a stimulus alphabet with characters of high legibility has been formed, it will be associated with one or more response alphabets and the resulting codes will be taught to braille reading Ss. Their performance (reading rate, reading comprehension, etc.) will provide evidence for the utility of the code or codes. Dot patterns are in such short supply in the present braille code that only a relatively few meanings can be represented. In fields with complex and extensive symbologies, mathematics and computer science, communication by means of the present braille code is slow, cumbersome, and error prone. Efforts to increase the size of the stimulus alphabet by resorting to sequences of characters in the present alphabet, produce awkward symbols that are difficult to read and confusing. A greatly increased supply of dot patterns to which meanings could be assigned would result in stimulus-response ensembles with much higher compatibility, and would promote faster and more efficient communication of technical infor-

mation. Also, an increased supply of dot patterns would make it possible to consider the formulation and testing of a new alphabet for the communication of English language that would be more efficient than the standard English alphabet.

MAINE

Elementary

50. The effect of pupil-prepared videotaped dramas on the language development of selected rural children.(NPR)

Oxford Hills High School, South Paris. Richard L. Knudson. ESEA Title III support. 1968 - 1971.

This project will attempt to motivate slower students to use Standard American English. The approach is oral and will have the students preparing scripts for performance on video-tape and film. The scripts will be the results of participation in interest centered units. This investigation will also point out the need to break away from traditional teaching in order to reach slower students. It will show that an oral approach to language arts will benefit all the aspects of language arts.

MARYLAND

Elementary

51. Socialization and cognitive style.(NPR)

Johns Hopkins University, 426 Ames Hall, Baltimore. Doris R. Entwisle. USOE support. 1969.

Semantic systems of children of various socioeconomic groups, both white and black, are being studied through word association data. Relatively little attention has been paid to differences in semantic systems of various sub-cultural groups. This could be of considerable importance (via response strengths) in beginning reading where previously learned oral language skills work to aid in the code-breaking task. Recently, a team game to be placed in the classroom is being devised that may aid in shaping skills, especially those related to verbs and adverbs.

52. Multi-sensory approach to reading.

Board of Education of Baltimore County, Towson. Gene Hastings. No formal support. 1968 - 1972.

This project was developed around the hypothesis that many of the children in Bedford School in Baltimore County were lacking in motor-sensory skills as well as visual perception skills. The present investigation has as its objectives: (1) to provide language development through an experience approach to initial reading; (2) to provide for language development through children's literature; (3) to provide for perceptual development through a multi-sensory approach; (4) to provide a learning environment for six-year-old boys that is

free from peer pressure of six-year-old girls; and (5) to provide worthwhile learning activities to replace meaningless seatwork. It is hoped that this approach will: (1) alleviate the reading and emotional problems of varying degrees that have developed in the past; and (2) give the immature boys an opportunity to develop better physical coordination and perceptual skills.

MASSACHUSETTS

Pre-school

53. Preschool identification of children with potential language disability and the incorporation of the research results in teacher training program.(NPR)

Lesley College, Cambridge. Bickley F. Simpson, et.al. USOE support. September 1968 - April 1969.

This project would enable Lesley College to continue identification of pre-school children with potential language disability problems and to incorporate corrective techniques from research results in their teacher training program. During the academic year 1967-68 this college has supported the detailed observations and the development and evaluation of corrective programs which are designed to prevent language disability in children. This continuing corrective project will be based on research results of the pilot project and other experimental classes. Repetition of the experiment is now proposed for other groups of children. Additionally, the screening and corrective treatment kits developed and evaluated in the experimental classes will be offered to any public school that requires an on-going, in-service training program in this area. The corrective program and promising new techniques will assist the teacher in training high academic risk children to avoid frustration and failure in school.

Elementary

54. Reading words with vowels missing and with consonants missing.(NPR)

Computer assisted instruction laboratory, Harvard University, Cambridge. Dr. Edward Fry. USOE Title III support. 1968.

The oral reading of one passage in which all vowels had been removed was compared with the oral reading of one passage in which all consonants had been removed. The subjects were 128 Boston elementary summer school pupils and a small group of adults. It was found that the passage without the vowels was much easier to read. This finding, though in harmony with early word recognition studies, does not overlap them and it may have some implications for the order and emphasis of phonics teaching systems for beginning readers and for those interested in alphabet reform.

Elementary through College

55. A linguistically-based sketch of grammar for teachers.(NPR)

Language Research Foundation, Cambridge. Bruce Fraser,et.al. TEC Co.,Tokyo, Japan support. July,1968 to present.

Research will be conducted into the structure of English and a teacher's

handbook will be developed in which the linguistic insights of English uncovered to date are presented in a clear and concise manner but without the encumbering terminology usually found in the linguistic literature.

56. Different difficulties in reading.(NPR)

Clark University, Worcester. Ward Cromer and Morton Wiener. USOE support. August, 1968 - December, 1969.

This study will try to determine within the framework elaborated by Wiener and Cromer (Reading and reading difficulty: a conceptual analysis. Harvard Educational Review, Fall, 1967, 37 (4), 620-643) whether: (1) different kinds of poor readers in intermeidate grades can be identified; (2) findings on college students (Cromer, 1968) are also true in fifth and seventh graders; (3) reading difficulties evident in identification of reading material which differed in pronoun, time and location of story are also evident in a test of comprehension; and (4) poor comprehension in some of the readers is a function of poor identification skills or whether it is independent of the difficulties in identification. If, as hypothesized, four groups of poor readers (defect, deficit, disruption, difference) can be identified reliably, then the procedures used here can also help indicate the different forms of remedial intervention which will be most effective for each type.

Elementary through Adult

57. Development and validation of wide-range,flexible, self-instructional reading programs.(NPR)

Office of Programmed Instruction, Harvard University, Cambridge. Douglas Porter. Ford Foundation support. October,1967 - October, 1968.

The major objective of this research project is to develop a set of self-instructional reading programs that will teach essentially all individuals who meet specified program entry requirements. Uniformly high standards of performance will be sought in all individuals. Programs will start at the pre-reading level and go up to the point of independent reading. Diverse populations, adult illiterates, children from various backgrounds, non-native English speakers, will be accepted for training, and it is hoped that the programs will have enough special features to make them successful with all these groups. There will be deliberate application of behavioral technology to a specific job, and detailed behavioral analyses will be made of various aspects of reading performance. Initial program segments will be developed and tested on suitable subjects. A final program of many segments will be built up through a series of successive approximations in which success of the later sections will rest upon perfection of prior sections.

General

58. Description of prose style in American English.(NPR)

Medfield Foundation, Harding. Preston Davis. Private support. July, 1968 to June, 1970.

The aim of this research project is an automatic description of fiction and non-fiction styles in terms of certain standard variables - generally rather simple variables at the word and sentence levels. Subcorpora of the Brown Standard Corpus, with the addition of some samples of egregious styles, are

being subjected to counts of various stylistic features. These will be analyzed to arrive at a workable number of variables or dimension for "multiphasic" description of the style.

59. The linguistic atlas of New England revisited. (NPR)

Department of English, University of Massachusetts, Amherst. Audrey R. Duckert. Private support. 1963 to 1970.

The project will assess the nature and rate of linguistic change in selected New England communities through a collection and comparison of data from the Linguistic Atlas of New England (1933) and the "Atlas Revisited"/Dictionary of American Regional English projects (1966).

60. Cognitive information processing: tactile perception of patterns. (NPR)

School of Engineering, Massachusetts Institute of Technology, Cambridge. S.J. Mason and D.E. Troxel. Department of Defense support. July, 1968 to June, 1969.

This investigation has as its objectives: (1) experimental study of the human tactile sense and human cognitive processes; (2) the investigation of various information coding methods for tactile displays to be used with sensory-aids systems for the blind and deaf-blind; and (3) the development of improved display instrumentation, which will provide the basis for practical designs. The researchers have had considerable experience with passive unilateral information transmission experiments involving Braille-like tactile displays of previously prepared information. The next steps will be toward real-time control of the scanner and the processor which pick up visual information (such as printed letters) and convert it into a tactile display. The motivation, flexibility, and control provided by experiments in the context of a real-time reading machine system will enable the investigators to approach the learning problems facing users of such systems. The erasable tactile display (64x128) is still under development. An electromechanical Brailler has been interfaced to a small computer and is currently being tested with a Braille translation program which accepts input from a character recognition type reading machine. One objective of this system is to produce a Braille version of a printed page automatically.

MICHIGAN

Elementary

61. The development of a diagnostic instrument to be used for identifying non-standard dialect patterns of disadvantaged Negro students. (NPR)

Pontiac City School District, Pontiac. Thor Petersen. USOE support. May, 1968 to April, 1969.

A diagnostic test to identify non-standard speech and language patterns of disadvantaged Negro students will be prepared. The diagnostic measure will provide useful information about speech and language patterns for remediation and curriculum planning. A pool of items will be composed based on dialect deviations identified by Loban, Williamson, and Petersen. The Items will be tested using a randomly selected sample of Negro and Caucasian students to identify and retain those test items which most adequately discriminate between standard and non-standard dialect patterns. The test construction will deal with three main areas of grammar, articulation, and overall expressive abilities. Picture stimuli will be used in the presentation of items to reduce subject-examiner interaction.

62. A study of reading miscues that result in grammatical changes in sentence structure by children. (NPR)

School of Education, Wayne State University, Detroit. Kenneth S. Goodman. USOE support. February, 1968 to June, 1969.

Aspects of oral reading behavior as they apply to recording grammatical re-transformation of responses to the graphic stimuli will be studied. The grammatical structures of the graphic stimuli and the transformed responses will be studied in depth and categorized in fine detail. Data will be collected from an existing pool from prior studies and continuing studies of children's behavior while reading orally (See Inventory of Projects and Activities in Reading and English #3, August,1968,page 31.) In these studies, children read orally material which was unfamiliar, but somewhat difficult. Miscues that involve transformations will be sorted out by a computer program and will be subjected to analysis. This study should provide insight into: (1) the function of grammatical information in the reading process; (2) the psychological reality of grammatical transformations; and (3) language comprehension in general. It is also expected that this study will shed light on the growth of grammatical complexity in children's language competence and indicate some principles for controlling grammatical complexity in reading material.

General

63. Old English syntax: a transformational analysis of AElfric's prose.(NPR)

Department of English, University of Michigan, Ann Arbor. Judith Anne Johnson. University of Michigan support. September, 1968 to December, 1969.

The proposed aims are: (1) to present the syntactic component of a transformational-generative grammar of Old English, using AElfric's Lives of Saints as a basic corpus; (2) to show that the rules are necessary and sufficient for Old English syntax generally and that the differences observed in a comparison of various Old English texts arise from the relative frequency of the application of optional rules, not from different rules; and (3) to show that, with few exceptions, the transformational rules necessary for Old English syntax are also necessary for Modern English syntax.

MINNESOTA

Pre-school through Elementary

64. The effects of kindergarten instruction in alphabet and numbers on first grade reading.(NPR)

Kenny Rehabilitation Institute, 1800 Chicago Avenue, Minneapolis. Office of Economic Opportunity support. May, 1968 to September, 1968.

Earlier research has demonstrated that the ability to recognize letters and numbers in kindergarten is a better predictor of end-of-first-grade reading skills than are IQ or "readiness skills." It would therefore seem logical to postulate that reading letters and numbers can be taught in kindergarten, and that the results of this instruction will be an increment in reading level at the end of first grade. As part of an earlier research project, two classes of kindergarten children were given eight weeks of training in alphabet and

number names. Two control classes participated in the regular informal kindergarten program. Preliminary analyses at the beginning of the first grade showed that the experimental group did respond to this training, and that their level of recognition of numbers and letters was higher than that of the control group. This research would involve a follow-up of the children in both the experimental and control groups to assess the effects of the special training on end-of-first-grade reading. The statistical analyses are designed to measure the differential impact of the experimental procedure for boys and girls on scores on reading readiness tests administered in kindergarten. In addition, the analyses are designed to improve the efficiency of prediction of reading scores at the end of first grade from variables measured in kindergarten.

Elementary through Secondary

65. University of Minnesota -- State Department of Education Statewide Reading Project. (NPR)

University of Minnesota, College of Education, Minneapolis. John C. Manning. State of Minnesota support. 1968 to 1970.

This research project will examine existing reading programs, materials, and methods employed in the State of Minnesota. This will be the first such examination in a curricular area in the state. It is hoped that the data collected will provide an accurate estimate of the volume and range of reading programs in the state with curriculum improvement in mind.

MISSOURI

Elementary and Secondary

66. Investigation of inner city reading instruction programs. (NPR)

Missouri University, St. Louis. Wallace Z. Ramsey. USOE support. September, 1968 to June, 1969.

This study consists of: (1) determining the nature of major inner city reading programs; (2) determining which programs have been successful; (3) deriving desirable characteristics of a teacher education program for inner city reading teachers; (4) disseminating the research findings in professional journals; and (5) designing and implementing an educational program for inner city reading teachers. Procedures to be employed include: (1) assembling and analyzing a collection of published materials describing major inner city programs; (2) obtaining and analyzing reports concerning the nature of inner city reading programs from ERIC/CRIER; (3) preparing and testing a questionnaire which will then be circulated to 20 major school systems to determine the nature of current practices and procedures in teaching inner city reading; (4) interviewing officials in six of the major cities (Chicago, Detroit, Los Angeles, St. Louis, New York, and Washington, D.C.); (5) visiting sites of selected elementary and secondary schools within the six cities to gain additional information about their reading programs; (6) analyzing data obtained from the six cities to determine strengths and weaknesses of their programs; (7) planning and implementing a program for educating inner city reading teachers at the University of Missouri in St. Louis; and (8) planning follow-up studies of graduates to evaluate the derived program.

NEBRASKA

Elementary

67. A study of dialect variation with relation to spelling. (NPR)

Nebraska University, Lincoln. Richard T. Graham and E. Hugh Rudorf. USOE support. July, 1968 to June, 1969.

The effect of dialect variation upon children's ability to learn sound-symbol relationships will be studied. The study seeks to clarify issues in the teaching of spelling relevant to the varied interpretation of sound symbols. Spelling errors of sixth-grade children across six dialect areas will be treated as well as the ability of children from these dialect areas to learn generalizations about phoneme-grapheme relationships drawn from an analysis of orthography relevant to a "standard" dialect. A specifically constructed spelling test will be given to experiment subjects from the dialect areas. Nineteen phonemes will be analyzed to determine whether the misspellings of these phonemes vary between children with different dialects. Thirteen of the phonemes will be selected as showing a marked dialectal variation, while the remaining to be used as controls will be phonemes which show no significant dialectal variation. In the second phase of the project a series of six weekly lessons based upon six generalizations about phoneme-grapheme relationships will be presented. The rules will have been drawn from an analysis of orthography and its relationship to a "standard" dialect. Differences between pupils' achievements will be compared to obtain evidence that dialect does or does not affect pupil ability to learn rules about phoneme-grapheme relationships. The six dialect areas will be selected on the basis of Kurath and McDavid's "Pronunciation of English in the United States." Two grade six classrooms will be selected from each dialect area. Homogeneity of pupils in the selected classrooms will be determined to select only those subjects deviating significantly from the standard area dialect. Classes will be matched for intelligence.

NEVADA

Elementary

68. An experiment to determine the effectiveness of a wireless language laboratory while using the Reading Impress Technique.(NPR)

College of Education, University of Nevada, Reno. Dr. Paul M. Hollingsworth. No formal support. 1968 - 1969.

Stories have been put on tapes for use in the Wireless Language Laboratory. These stories are graded from first through sixth grade. The pupils involved in the study will be selected from the third grade. Each pupil in the study will be given an IQ test and a reading test prior to the study. By the use of random numbers the experimental group and control group will be determined. The experimental group will get a 15-minute story on the Wireless Language Laboratory. Each child will use the Reading Impress Technique. Findings will be applicable to a regular developmental reading program in the classroom. A total of 15 hours on the Wireless Language Laboratory using the Impress Technique will be required for each child. At the present time the Impress Technique is limited because of the necessity for one teacher and one child to work at one time. If the study proves the feasibility of using the Wireless Language Laboratory, one teacher could work with ten children at one time.

NEW YORK

Pre-School through Elementary

69. The prediction of reading failure for a heterogeneous group. (NPR)

Columbia University, 168th Street and Broadway, New York. Jeannette Jefferson Jansky. Health Research Council, City of New York; Aaron Norman Foundation, Mrs. Augsta Lyons support. July, 1966 to June, 1969.

The major goal of the research was to validate a reading prediction index developed in a pilot study and to prepare a modified predictive instrument that could screen large, heterogeneous populations. Twenty-five tests, including those of the early research, were administered to 508 New York City public school kindergarten children. Twenty additional measures, including oral and silent reading and spelling achievement tests, were administered to 401 of these children at the end of second grade. The data were analyzed by multiple correlation and regression procedures. The 1965 Predictive Index (See Katrina de Hirsch, Jeannette Jefferson Jansky, and William S. Langford. Predicting reading failure. New York: Harper & Row,1966. pps.40-44)identified a satisfactory proportion of failing children in a large heterogeneous group, but false positive levels were high. As used with a smaller sample of the total group, a sample that resembled the original 1965 group in number, sex, race and range of intelligence, the 1965 Index identified 71 per cent of the failing readers, with only 24 per cent false positives. The findings suggested that the 1965 Predictive Index would be most useful when applied to children of close to average intelligence, and that the cutting point would have to be adapted to the performance characteristics of children in various settings. Two modified Predictive Indexes were developed: one for white girls and another for the remaining children. The battery for the white girls included Letter Naming and Picture Naming tests, two Configuration tests, and a Spelling Learning task. The battery for the rest of the children included the Letter and Picture Naming tests, the Gates Word Matching subtests, the Bender Motor Gestalt test and Sentence Memory. (Three of the tests were components of the original 1965 Predictive Index.) The above indexes identified 75% of the Negro boys who failed, 77% of the Negro girls, 83% of the white boys, and 73% of the white girls who eventually failed in reading. The findings suggest, thus, that the indexes will perform effectively for boys and girls and for Negro and white children. The indexes are short and easy to administer and should prove to be useful screening instruments. It was felt that stating prediction in terms of percentages of failing readers identified conveys to potential users a more realistic sense of what may be expected of the battery than does a multiple correlation coefficient. Various factor analyses of the data were undertaken. The results of this phase of the investigation will be reported elsewhere.

Pre-School

70. A voluntary prekindergarten language development and reading program for the entire four-year-old population of a city.

Mount Vernon Public Schools, Mount Vernon. John H. Martin. USOE support. June, 1966 to September, 1969.

A demonstration project is proposed for language development and reading of preschool children using the Edison responsive environment instrument. Children from various ethnic and socioeconomic levels will be exposed to a language development program at one of four centers. Physical and psychometric tests will be administered upon admission and evaluations made of the academic consequences upon classification of children by race, sex, intelligence, socioeconomic status, and identified handicaps, physical and psychological. Language experiences, community production of a transferable model are the anticipated outcomes.

Elementary

71. The development of auditory discrimination relationship to reading proficiency and to social class.

School of Education, New York University, New York. Cynthia P. Deutsch. USOE support. July, 1966 to June, 1969.

The three objectives of this study are: (1) to determine if there are social class differences in auditory discrimination ability; (2) to determine the prevalence of auditory discrimination difficulties coincident with different levels of reading skills; and (3) to explore the possible relationships between levels of auditory discrimination skills and visual perceptual skills involved in reading. The subjects are 180 white and Negro boys in grades 1, 3, and 5 from lower socioeconomic backgrounds selected from schools in different areas of New York City. Auditory teaching will be done by: (1) a standard audiometric test; (2) the Seashore Measure of Musical Talent; and (3) auditory masking tests. A multiple-choice Bender-Gestalt test will be used as a visual perception test measure. Only visual memory is involved in this test which requires no drawing or other reproductive motor skill. A continuous performance test is used to measure vigilance or attention. Reading abilities will be tested by the Gates Diagnostic battery and the Institute for Development Studies Reading Prognosis Test. The Lorge-Thorndike Test will be used to measure intelligence.

72. The effects of various approaches to beginning reading for disadvantaged children.

Columbia University, Teachers College, New York. Miriam L. Goldberg. Center for Urban Education support. 1967 to 1971.

This project is attempting to find answers to the following major questions: (1) What is the most advantageous point at which to begin reading?;(2) What are the effects of structured programs in perception, language and concept training prior to beginning formal reading?; (3) What are the effects of regularizing the sound-spelling relationships of the English language in the initial stages of reading?; (4) What are the effects of the meaningfulness of the content to the experiences of the children? 56 New York City elementary schools were involved. Some 7000 children were in classes which were following one of the experimental reading procedures. All teachers involved received ten intensive training sessions relevant to their particular program. Over the four-year span, variations in point of beginning reading, type of preparation, content of the material, and language regularity involve some 25 different patterns which will be compared at the end of the study. Special tests have been (and are continuing to be) developed to assess the children's status as well as progress.

73. Three years of experimentation with the Initial Teaching Alphabet. (NPR)

Senior Clinical Psychologist, Syracuse State School, Syracuse. Joan M.Ward. Support unknown. Fall, 1964 to Summer, 1970.

The purpose of this study is to determine the effectiveness of the Initial Teaching Alphabet. The experimental group consists of a representative sample of 556 children and a control group of 1,418 traditionally taught children. Initial Teaching Alphabet was used for beginning reading instruction to the experimental i.t.a. population. Control population received instruction from the traditional American basal reading series. Comparisons were made between the experimental and control populations on intelligence to determine the comparability of the groups. Following this, comparisons were made on criterion measures obtained from the Stanford Achievement Tests in grades one and two and Iowa Test of Basic Skills in grade three. The experimental i.t.a. instructed children earned statistically significantly superior scores in the reading area when compared to the traditional orthography group at the end of grade one. i.t.a. transliterated forms of the test were administered to the i.t.a. instructed students. At the end of grade two when all testing was done on tests printed in the traditional orthography, the i.t.a.students earned significantly superior scores in spelling. The third grade testing revealed no significant differences between the experimental and control groups in reading.

Elementary through Secondary

74. Development and demonstration of a self-instructional reading and mathematics program for emotionally disturbed boys.(NPR)

Department of Special Education, Teachers College, Columbia University, New York. Abraham J. Tannenbaum. Columbia University support. July 1967 to June 1968.

At the end of the first year, several important outcomes of this research were already evident. There were marked changes in reading achievement as well as in school task orientation which, in turn, produced a calm work atmosphere and heightened pupil-teacher morale. The learning materials replaced the teacher as the focus of attention, while the teacher increased his control over instructional content and methodology. The time devoted to auto-instruction cut deeply into the time spent by the teacher in working directly with the total group and sharply increased opportunities for a one-to-one tutorial relationship between teacher and pupil. This was accomplished primarily through the development of a large inventory of appropriate instructional materials which the teachers adopted with increasing confidence as the time went by. Also, two major and rather unexpected innovations were introduced by the project investigators. The first was the conceptualization of a taxonomy of instructional treatments which can be used for guiding the preparation of teaching materials and for broadening and evaluating instructional strategies. The second innovation was the design of an effective teacher training technique that grew out of several key elements of the demonstration project.

Elementary through Adult

75. Project literacy, continuing activities.

Cornell University, Ithaca. Harry Levin. HEW support. July 1,1965-June,1969.

A 2-year supplementary program was conducted, following an initial 18-month study, on "Project Literacy" at Cornell University. The wide preview of "Project Literacy" consists of instigating, stimulating, and then coordinating research in the area of reading. Activities of the initial study included forming a steering committee, establishing a set of research priorities, and compiling a list of scientists whose work was relevant to understanding the process of reading. In addition, four research planning conferences were held, covering the following topics: (1) psychological basis of reading skill; (2) linguistic and psycholinguistic disciplines and their relationship to reading; (3) motivational and sociological factors in reading; and (4) curriculum development and techniques of instruction. Continuing activities of the current follow-up program include: (1) a research planning meeting to add new members to the research consortium; (2) two conferences for presenting research methodology and results, allowing informal visitation and consultation among the participating researchers; (3) two 4-week curriculum writing seminars where researchers and practitioners will work together to develop curriculums; and (4) an experimental program in the first grade classrooms for intensive observation of the developed curriculums. Copies of all Project Literacy Reports may be obtained from Educational Resources Information Center (ERIC), by writing to: ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. ERIC numbers for the Project Literacy Reports are:

Project Literacy Report #1	ED 010 307
#2	ED 010 308
#3	ED 010 309
#4	ED 010 310
#5	ED 010 311
#6	ED 010 312
#7	ED 010 313

Eventually, numbers 8 and 9 will be available from the same source. Also, a collection of studies of reading, many of them related to Project Literacy, will be issued in the Spring of 1969: Levin, H., and Joanna P. Williams(eds.) Basic studies in reading. New York: Harper & Row.

College

76. A study of the preparation of teachers of English for the Junior College.

Junior and Community College. 62 Fifth Avenue, New York. Michael F. Shugrue and Richard Worthen. Carnegie Corporation of New York support. September 1968 - September 1969.

Five regional conferences and questionnaries mailed to more than 800 junior college English department chairmen and more than 13,000 junior college English instructors will lead to a series of recommendations to improve the preparation of teachers of English for the junior college. The junior college teacher preparation study continues the MLA's efforts to improve teacher preparation in English and American Literature and in English Education. It continues the close cooperation between the MLA and the NCTE and establishes a close working relationship between the MLA and the AAJC.

Adult

77. A literacy program for adult city core illiterates.

State University of New York at Buffalo. ABE Reading Research. 98 Winspear

Avenue, Buffalo. USOE support. Final Report - October,1968.

This was a study of: (1) educational characteristics; (2) methodology; and (3) predictive variables in adult literacy. The 207 subjects averaged 47 years of age, with a mean residence in Buffalo of 17 years. They were from a rural Southeastern non-reading background and wanted to learn to read for utilitarian reasons. Reading interest included personal and family improvement, health, and religion, moderate interest in history, government, and current sociology, with little interest in children's fantasy,humor,animal stories, sports, adventure, and travel. Though differences were not significant, subjects did slightly better on the experimental method, which used i.t.a. with material of adult interest, paced for adults, and with teacher training, than in the control classes on the basis of standardized reading tests. Correlations between reading gain and measures of potential were obtained. Various of the specific recommendations are: (1) Research studies should be conducted which would examine the combined effect of early childhood education, parent education, remedial education for children in school, and literacy training for parents; (2) A linguistic analysis of the language used in city-core areas would be helpful in preparing reading materials for adult city-core illiterates; (3) It is important to study programs of recruitment to see whether the provision of child-care centers and transportation assistance would significantly increase attendance for literacy training; (4) Studies are needed which would further investigate the effect of adult vs. children materials in literacy work with adult city-core illiterates; (5) There is an obvious need for an investigation of methods of teacher training; (6) A readability formula for low-level adult materials is needed; (7) A thorough study of materials,methods, and both achievement and predictive tests presently available for adult illiterates is needed. Included in such research should be programmed instruction,linguistic instruction, machine type instruction, packaged instruction, as well as the more traditional approaches.

General

78. The development of an automatic dialect classification test by use of differential response to synthetic vowels.(NPR)

University of Rochester, Rochester. Clodius Willis. USOE support. September 1968 on-going project.

This project proposes a detailed study of individual and dialectally determined variation in response to synthetic vowels. The successful outcome of this research will prove the possibility of assigning speakers of English to various dialect categories, solely according to their responses to the task of categorizing synthetic vowels, as compared with previously established norms for various groups. The test thus developed the investigators shall call an Automatic Dialect Classification Test. The primary application of such a test will be as an indicator of dialect in sociological studies. The data of the experiments will also be of interest to those working in dialect remediation and speech pathology, and tests similar to those developed here should be useful in detecting students with an extremely non-standard dialect, and indicating to what degree they vary from the norm.

OHIO

Elementary

79. The influence of vision training upon the subsequent reading achievement of fourth grade children.

The Ohio State Research Foundation, 1314 Kinnear Road, Columbus. Charles B. Huelsman,Jr. USOE support. 1967 to 1969.

Analysis of variance between experimental and control groups and between the four complete psychological assessments at various points in the study (before vision training, after vision training, after remedial reading, and follow-up) revealed no statistically significant differences in reading achievement scores or in reading disability scores. In general, however, the visual tasks measured and compared, such as: (1) pursuit fixations; (2) near point convergence; (3) saccadic fixations; and (4) perception of diagonals, did show improvement with visual training. Also, there was no evidence of change in group mean intelligence test scores from the first psychological assessment to any of the other evaluations during the course of the investigation.

80. The effectiveness of student tutors employing diagnostic and small group techniques in fourth grade reading in a low socioeconomic district. (NPR)

School of Education, Department of Elementary Education, Dayton University, Dayton. Sister M.L. Klosterman. USOE support. September,1967 to December, 1968.

This study will test the hypothesis that diagnostic tutoring of individuals or small groups by student-teacher personnel will be effective for pupils from a low socioeconomic background. Four low socioeconomic elementary schools that do not have special reading programs in the fourth grade will participate in the study. Three schools will be experimental schools and the fourth will be a control. All fourth grade classes in the experimental schools will participate in the study. Children in each classroom will be randomly divided into one of three groups: (1) to be tutored individually; (2) to be tutored in small,matched groups of 3 to 5 students; and (3) those who will comprise a classroom control group. Each student-teacher will tutor two or three subjects individually and one or two groups. Tutoring in this project will constitute part of the required student-teaching experience. Each student teacher will be given 3 to 5 hours of training before the project starts. During the project, continuing supervision and instruction will include a 2-hour seminar and 5 hours of instruction each week. The California Reading Achievement Test will be used for a pre-test, mid-term test, and a post-test. A statistical analysis of the results will be made.

81. Critical reading ability of elementary school children.(NPR)

Bureau of Educational Research and Services,College of Education, Ohio State University, Columbus. Willavene S. Wolf. USOE support. 1966 on-going.

The goals of this investigation are: (1) to refine and verify a description of the desired behavior of a critical reader; (2) to survey and test materials, techniques, and activities for use with elementary school children; (3) to determine if critical reading can be taught in grades one through six while the usual instruction in basic skills is continued and interest in reading is maintained; and (4) to determine what pupil characteristics are related to critical reading. A catalogue of successful techniques for teaching critical reading was organized, and tests and materials to be used with subjects in an

experimental phase were developed. Pre- and post-tests were administered, and statistical analysis was applied to results.

RHODE ISLAND

General

82. Applications of computer techniques to dialectology.(NPR)

Box E,Brown University, Providence. W. Nelson Francis. Brown University support. Summer 1968 to present.

This investigation will explore various applications of computer technology to research in dialectology, with special emphasis on the interpretive phase. Aspects of the research include: (1) coding and key-punching of data from the Survey of English Dialects; (2) sorting and listing using various parameters; (3) automatic preparation of dialect maps by CalComp plotter; and (4) statistical studies of the distribution of dialect features. The ultimate goal of the project will be to put the complete Survey of English Dialects on tape for exploitation.

TENNESSEE

Pre-School

83. A home teaching program for parents of very young deaf children.

Vanderbilt University, Vanderbilt University School of Medicine, Nashville. Freeman McConnell and Kathryn Horton. USOE support. February 1966 to April 1969.

The purpose of this project is to demonstrate and assess the value of an intensive home teaching program for parents of very young preschool deaf children under three years of age. This program is conducted in a model home setting where demonstration and practice of activities by the teachers are planned to enhance the development of communication skills as they may be incorporated into the routine of everyday living in the home, the natural milieu of the young child. This project has significance for the more effective management of the young deaf child in that every effort is made to utilize the auditory channel for learning of language in the first and second years of life. It has long been recognized that there are very few totally deaf children. The difficulty in achieving use of residual hearing in the majority of deaf children has been equally well recognized. Very few deaf children, however, are permitted the opportunity in the first years of life to utilize their hearing potential. Thus they become more and more visually oriented for purposes of learning about their environment and less and less auditory. Only through emphasizing the audition channel from the earliest possible time can we expect the maximum results in terms of later language development and educational progress. The final report to the Office of Education is now in preparation.

TEXAS

Elementary

84. San Antonio language research project.

110 Sutton Hall, University of Texas, Austin. Harold Hitt (Superintendent, San Antonio Independent School District), Edwin Hindsman (Southwest Educational Development Laboratory) and Thomas D. Horn (Director of the project.) Title I, Title III, and Southwest Educational Development Lab (Regional Lab) support. 1964 - indefinitely extended.

The major goals are as follows: (1) the improvement of learning and self-concept development of bi-lingual Mexican-American children; (2) the simultaneous development of language (including instrumentation for evaluation) and concept learning through the presentation of specially designed curriculum materials using audio-lingual techniques in English and in Spanish; (3) the improvement of teaching techniques through in-service education of teachers of bi-lingual disadvantaged children. The special audio-lingual techniques were presented using the American Association for the Advancement of Science science materials as the "culture fair" curriculum content. The lessons were presented to three experimental groups: (1) content taught in oral-aural English; (2) content taught in oral-aural Spanish; and (3) content taught as specified by the American Association for the Advancement of Science. A fourth group received the "regular" science lessons taught in accordance with district curriculum. The program was subjected to experimentation and revision. Extension of the audio-lingual techniques into reading and social studies as well as a program to improve self-concept is in progress. The following are publications of research findings directly related to reading:

Danielson, Elaine. An evaluation of Brengleman-Manning linguistic capacity index as a predictor of reading achievement of Spanish-speaking first grade students. Austin: The University of Texas, 1968.

Pauck, Ted. An evaluation of the self test as a predictor of reading achievement of Spanish-speaking first grade students. Austin: The University of Texas, 1968.

Arnold, Richard D. Retention in reading of disadvantaged Mexican-American children during the summer months. International Reading Association. 1968 Proceedings of the Annual Convention.

Horn, Thomas D. Three methods of developing reading readiness in Spanish-speaking children in grade one. The Reading Teacher, October, 1966, 20, 38-42.

Stemmler, Anne O. An experimental approach to the teaching of oral language and reading. Harvard Educational Review, Winter, 1966, 36, 42-59.

85. The phonics skills of teachers and teacher education students. (NPR)

School of Education, Lamar State College of Technology, Beaumont. Joseph Ilika. No formal support. 1962 on-going.

In this investigation the subjects were tested with the Aaron Vowel Phonics Test to determine whether there were significant differences between: (1)

teacher knowledge of phonics in 1957-58 as compared to 1962-67; (2) teacher knowledge of phonics by regions, West Coast, Texas, and Georgia; (3) teacher comprehension of phonics generalizations as compared to the percent utility of the generalizations. Results to date show evidence that support the findings that teachers in the 1960's understand the principles of phonics better than they did in the late 1950's. These findings were mitigated by the results which showed that teachers tend to under comprehend the more useful generalizations and to over comprehend the less useful generalizations. In-service programs and college method courses should stress the findings of recent research regarding phonics generalizations by Clymer, Baily, Emons, Burmeister, Black, and Fry. Further research is needed to show the relationship of college reading methods courses to teacher development in word attack skills as factors related to subsequent reading instruction in the elementary schools.

Elementary through Secondary

86. Temporal-spatial derangements as a factor in reading difficulties. (NPR)

School of Education, Texas Christian University, Fort Worth. Claud B. Elam USOE support. March 1968 to February 1969.

This investigation will trace the problems children have in confusing time order with position order while looking at a printed page. Subjects will be selected from the 7,9,11, and 13-year-old age groups and will also vary in intelligence and reading ability. Through the aid of motion picture animation techniques, the subjects will be presented with printed letters which are systematically covaried with respect to the order and space order. It is hypothesized that the children with reading difficulties will tend to confuse time with space on the first of two tests and will also tend to produce more temporal arrangements than spatial arrangements as compared to normal readers on the third study.

College

87. The establishment of a graduate study program for the training of research specialists in reading education.

Department of Education, Graduate School of Humanities and Sciences, Southern Methodist University, Dallas. Edward L. Pratt. USOE support. 1967 to 1971.

A graduate study program will be established for training research specialists in reading education. The program will be designed to require a trainee to study a school reading program, analyze relevant test data, identify problems, suggest improvements, and conduct a reading-related experiment. The depth of research emphasis will be 18 semester hours and a research project. The substantive focus will be on the disciplines that impinge on the reading process and on the physiological conditions that affect it. Specialists and information from the fields of medicine, sociology, psychology, statistics, and education will be utilized. Thirty traineeships for each year will be included in the program. The qualified graduate will be expected to function as a curriculum expert and as a researcher.

88. Sealing the comprehensibility of printed materials.

Department of Psychology, The University of Texas at El Paso,El Paso. E.B. Coleman. National Science Foundation support. June,1965 to June, 1969.

The investigators have now rank-ordered: (1) the 500 most frequent words according to ease of look-and-say learning; (2) the 35 common graphemes according to the ease of learning their sound correspondences; (3) all 293 two-sound words in English according to the ease of blending their isolated sounds /i/ and /t/ into the sequence /it/; and (4) the letters of the alphabet according to ease with which four-year-olds learn to print them.

VERMONT

Elementary through Secondary

89. A multidirectional approach to language disorders.

Center for Disorders of Communication. DeGoesbriand Memorial Hospital, Burlington. Frank J. Falck, Ph.D. PHS Neurological and Sensory Disease Services support. 1966 - 1969.

This is a community service project designed to: (1) Organize an expanded evaluation program staffed by representatives of speech pathology, audiology, psychology, language and appropriate medical specialties; (2) expand a comprehensive therapy program in which currently employed techniques can be directly applied to a significant number of children handicapped with multiple communication disorders; (3) develop appropriate modifications of therapy techniques necessary to make them applicable to some of the large numbers of rural children in this area for whom regular frequent attendance at a clinical center is impossible.

VIRGINIA

Elementary

90. Neural and covert response patterns in processing language stimuli.

Hollins College, Hollins. Frank Joseph McGuigan. USOE support. September, 1969 to August, 1971.

This investigation is a continuation of the research project entitled "Covert Oral Behavior During Silent Reading" (Inventory of Projects and Activities in Reading and English, No. 3, pg.57-58). The purpose is to specify critical events (the dependent variables of speech electromyograms, electroencephalograms, etc.) within a person as he receives, decodes, processes, and responds to language stimuli (as in silent reading, writing, speech perception, and thinking). The strategy is to: (1) manipulate language proficiency and observe changes in the dependent variables; (2) manipulate covert oral behavior and to observe changes in reading proficiency; and (3) vary stimulus input (e.g., language vs. non-language), type of task, etc., and study temporal relations among the dependent variables. More specifically, efforts will be to: (1) increase reading rate in children; (2) directly measure the verbal mediator as a response or neural event; (3) reduce the amplitude of covert oral behavior during silent reading by treating it as an operant; (4) study relative effects of different classes of words and meaningless stimuli; (5) study response and neural patterns in deaf mutes as they process information; and (6) specify neural and response patterns as individuals engage in different thinking tasks. Dependent variables

will be analyzed by an integrating system, computer signal averaging, etc. as appropriate for the given experiment. Implications for education include establishing the function of "subvocalization," particularly in relation to cerebral speech activity.

WASHINGTON

Elementary

91. A study of children's reading behavior. (NPR)

Department of Communications, University of Washington, Seattle. Peter Clarke. USOE support. July, 1968 to June, 1969.

The research proposed here seeks to explain why children of the same age differ so widely in reading behavior. Individual differences between children in reading behavior will first be examined by studying decoding skills, such as reading speed and power. It is expected that these skill variables will account for less than 25 percent of the variance. To explain the remaining variablity in children's reading behavior, a four-factor socialization theory has been constructed. The theory takes account of family environmental factors in children's reading growth and includes: (1) parental reading behavior; (2) independence training; (3) explicit parental rewards for reading; and (4) extent of achievement between child and parents. By distinguishing between children in terms of their reading behavior, skills, and family environment, educators can better plan remedial reading curricula and can gain a fuller understanding of factors associated with intense and varied exposure to print media among children.

WISCONSIN

Elementary

92. A psycholinguistic analysis of discourse in elementary grades.(NPR)

Center for Cognitive Learning, University of Wisconsin, Madison. Lester S. Golub,et.al. USOE support. December, 1968 to January, 1972.

This research seeks to determine the quantity and quality of speech patterns used by 4-6 grade students. Attention will be given to the use of coordination, subordination, modification, nominals, auxiliaries, and modals in the verb phrase, transformations, vocabulary, variety of verbs, specificity of word classes, clustering of ideas and referents, and qualifiers. Initially, written discourse will be considered, and then oral discourse and listening skills will be compared to written performance. Both spontaneous writing and tests will be used to measure knowledge of language. The method for obtaining written samples will be the presentation of a picture, and instructions for writing a story based on the picture. A measure of what the student can procude when equired will be obtained from a test which is being developed by the same research team. An attempt will be made to determine which of the demonstrated patterns, both spontaneous and tested, correlate most highly with what teachers consider good writing.

General

93. Subordinating conjunctions in written American English. (NPR)

Department of Linguistics, University of Wisconsin, Madison. Peter H. Fries and Barbara B. Davis. Research Committee, Computer Center, Linguistics Dept. of Univ. of Wisconsin support. April 1968 to April 1970.

The goal of this study is the description of subordinate clauses in written American English. The investigators will compile a corpus from the Brown Standard Corpus of Present-day American English using a B5500 (Buroughs Corp.) computer. Results will be punched on cards for sorting and easy duplication. One third of the corpus has been searched for occurrences of subordinate conjunctions. Cards have been punched, sorted and classified. These examples will be used in descriptions of noun phrases and phrases introduced by subordinating conjunctions.

WYOMING

Preschool through Elementary

94. Identification in the Kindergarten of factors that make for future success in reading.

Wyoming State Department of Education, Cheyenne. Wilma E. Hirst. USOE support. 1966 to 1969. (Final report, February, 1969)

This three-year study of 300 kindergarten students in the public schools of Cheyenne, Wyoming, was designed to identify those variables which lead to success, as well as failure, in reading; (2) determine the most sensitive measuring instruments for predicting reading achievement of primary children; (3) combine from all measuring instruments the best predictive variables to plot a regression equation which would be both statistically and socially significant; (4) trace the same subjects through three years of school, kindergarten through second grade; (5) determine pre-reading and learning-to-read experiences, and also; (6) utilize a representative sample of school children so results can be generalized to a national population of U.S. school children. General conclusions, concerning prediction of first and second grade reading achievement, which might be drawn from this three-year study of 300 children, indicate that the most significant predictors include: (1) the Numbers subtest of the Metropolitan Readiness Test. The Information and Matching subtests add predictive value for some sub-populations; (2) Digit Span of the Wechsler Intelligence Test for Children. The Block Design and Arithmetic subtests add some predictive power for sub-populations; (3) Visual 3 and Complete-A-Man of the Gesell Developmental Test; (4) titles from the Minnesota Nonverbal Test of Creativity; (5) sex for first grade reading success; (6) socioeconomic status for second grade reading; (7) education of the mother; (8) kindergarten teacher's prediction of the subject's reading ability; (9) kindergarten teacher's rating of the pupil's socioemotional growth; and (10) sociometric evaluation of "Number of Times Child Is Seen in a Positive Role."

CANADA

Elementary

95. Using color-coded word-blocks to teach first-graders grammar.

Department of English/Department of French, University of Saskatchewan, Saskatoon. Robert Ian Scott and Corinne Brown. No formal support. 1968-1969.

One set of word-blocks for teaching English sentence-structures and the appropriate inflections has been tested already with first-graders whose native speech is English. Another set for teaching French sentence-structures and the appropriate inflections will be tried soon with first-graders, most of whom are not native speakers of French, at the Saskatoon French School. The first test shows that with the word-blocks, first-graders can quickly invent a wide variety of grammatical sentences, and can discuss why certain choices of inflections, words, and sentence-strucutes are appropriate.

ENGLAND

Elementary

96. Questioning and answering behavior of primary and secondary children.

The University, Southampton. W. P. Robinson. Rowntree Memorial Trust and the Schools Council support. 1966-1971.

The goals of this research project will be the: (1) development of a theoretical system for describing the form and content of children's answers and questions; (2) analysis of social class and I.Q. differences in questioning and answering behavior, with particular reference to questions using special interrogative words (wh-'s and how); (3) specification of socio-psychological origins of such differences along with an assessment of their educational consequences; (4) design of remedial program to enhance curiosity and its effective expression; and (5) an experimental examination of the role of questions as an aid to learning.

General

97. Survey of English usage. (NPR)

Department of English, University College of London, London. Rudolph Quirk, et.al. British Gov't, Dept. of Education and Science support. 1961-1974.

The ultimate aim of this study is a structural description of English based on: (1) a corpus of one million running words of contemporary educated English and (2) psycholinguistic research into acceptability. Methodological tools include: (1) corpus analysis, (2) questionnaire enquiry, and (3) computational analysis (Brown Standard Corpus of Present-day American English is being utilized.).

SWEDEN

General

98. A statistical study of the graphic system of present-day American English. (NPR)

Engelska Institutionen, Lund. Arne Zettersten. Private support. 1968 to Summer, 1969.

This statistical computational study of the graphic system of present-day American English is based on the Brown University Corpus of one million words of running text. The statistical tables give frequencies of letters, initial consonants and consonant clusters and final consonants and consonant cluster in fifteen categories of present-day American English prose.

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Arizona

Reading Clinic, Arizona State University, Tempe 85281
Reading Development Center, University of Arizona, Tucson 85721

Arkansas

South Central Region Educational Laboratory Corporation, National Old Line Building, Little Rock 72201

California

Arcadia Reading Clinic, 1012 South Baldwin Avenue, Arcadia
Academic Guidance Services, 409 North Camden Drive, Beverly Hills 90210
West Valley Center for Educational Therapy, 7120 Remmet Avenue, Canoga Park 91303
Reading Center, Chico State College, Chico 95926
National Society for Vision and Perception Training, P.O.Box 541, Chula Vista 92010
Arcadia Reading Clinic, 535 South Second Avenue, Covina
Leila Armstrong Reading Clinic, 7707 Bairnsdale Street, Downey 90240
Aldrich Reading Clinic, 807 North Brand Blvd., Glendale 91200
South Bay Center of Educational Therapy, 1093 Pier Avenue, Hermosa Beach 90254
Southwest Regional Educational Laboratory, 11300 La Cienega Blvd. South, Inglewood 90304
Arcadia Reading Clinic, 1262 North Hacienda Drive, La Puente
Jessie Ramming School, 301 West Pine Avenue, Lompoc 93436
Marianne Frostig Center of Educational Therapy, 7257 Melrose Avenue, Los Angeles 90046
Pinewood Reading and Tutoring Schools, 327 Fremont Avenue, Los Altos 94022
Tomales Bay Visual Center, Shoreline Drive, Marshall 91607
DeWitt Reading Clinic, 2107 Jefferson Street, Napa 94558
Dubnoff School for Educational Therapy, 10526 Victory Place, North Hollywood 91606
Valley Reading Centers, 12139 Riverside Drive, North Hollywood 91607
California Reading Clinic, 4225 South Saviers Road, Oxnard 93030
Professional Group Services, 148 Nemaha Street, Pomona 91766
The Children's Clinic, Institutes for the Achievement of Human Potential, 545 West 17th Street, San Bernardino 92405
Clinical Training Center, San Diego State College, 5402 College Avenue, San Diego 92115
Far West Regional Educational Laboratory, 116 Montgomery Street, San Francisco 94105
DeWitt Reading Clinic, 1543 Fifth Avenue, San Rafael 94901
California Reading Clinics, 2955 Moorpark Road, Thousand Oaks 91360
California Reading Clinics, 943 East Meta Street, Ventura 93001
Broman's Reading Center, 1548 Sunnyvale Avenue, Walnut Creek 94596

Colorado

Rocky Mountain Regional Educational Laboratory, 105 Filmore, Denver 80206

Connecticut

The Orton Society, Inc., Pomfret 06258

Delaware

International Reading Association, Tyre Avenue at Main Street, Newark 19711

District of Columbia

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036
Reading Center, George Washington University, 2029 G. Street, N.W.,Washington, D.C. 20008
The Reading Clinic, D.C. Public Schools, 34th & Lowell Streets, N.W.,Washington, D.C. 20008

Florida

Reading Research Laboratory, University of Miami, Corai Gables 33124
Reading Laboratory and Clinic, University of Florida, Gainesville 32601
Educational Guidance Services, 7200 S.W. 39 Terrace, Miami 33155

Georgia

The Schenck School, Inc., 282 Mt. Paran Road, N.W., Atlanta 30327
Brandon Hall School of Tutoring, Dunwoody 30043
Southeastern Educational Corporation, 3450 International Blvd., Suite 211, Hapeville 30054

Hawaii

Hawaii Curriculum Center, Room 306, 1040 S. King Street, Honolulu 96814

Illinois

National Council of Teachers of English, 508 South Sixth Street, Champaign 61820
Reading Research Foundation, Inc., 3849 West Devon Avenue, Chicago 60645
Reading Research Center, University of Chicago, 5835 South Kimbark Avenue, Chicago 60637
Reading Clinic, Curriculum Center, Northern Illinois University, DeKalb 60115
Central Reading and Speech Clinic, 325 West Prospect Avenue, Mount Prospect 60056
Rockford College Reading Clinic, Rockford 61101
Illinois State-Wide Curriculum Study Center, 1210 West California Street, University of Illinois, Urbana 61803
Cooperative Educational Research Laboratory, Inc., 715 Foxdale, Winnetka 60093

Indiana

ERIC Clearinghouse on Reading, 204 Pine Hall, Indiana University, Bloomington 47401
English Curriculum Study Center, Indiana University, 1125 Atwater Street, Bloomington 47401
Reading Center, Ball State University, Muncie 47306

Iowa

Educational Clinic, Department of Education and Psychology, State College of Iowa, Cedar Falls 50613

Kansas

Topeka Reading Center, 415 W. 8th Street, Topeka 66603

Maine

Reading Research Institute of Fryeburg Academy, Fryebrug 04037

Maryland

Central Children's Evaluation Clinic, University of Maryland School of Medicine, Baltimore 21201
Reading Clinic, Johns Hopkins Hospital, Baltimore 21205
Reading Center, College of Education, University of Maryland, College Park 20742

Massachusetts

Reading Center, Boston University, 755 Commonwealth Avenue, Boston 02215
The Clearinghouse on Educational Differences, Harvard University, Larsen Hall, Appian Way, Cambridge 02138
Institute of Educational Innovation, 55 Chapel Street, Newton 02158
Perceptual Education Research Center, 57 Grove Street, Wellesley 02181

Michigan

Center for Research on Language and Language Behavior, 220 E. Huron Street, Ann Arbor 48108
Reading Improvement Service, Institute for Human Adjustment, Graduate School, University of Michigan, Ann Arbor 48104
Communication Skills Centers, Detroit Public Schools, 5057 Woodward, Detroit 48202
Michigan-Ohio Regional Educational Laboratory, School Center Building, Detroit 48202
Reading and Guidance Center, Education Department, Michigan State University, East Lansing 48823
Improvement Services, University College, Michigan State University, East Lansing 48823
Kerwin Vision Clinic, Perceptual Vision Testing and Training, 34829 Michigan Avenue, Wayne 48184

Minnesota

Upper Midwest Regional Educational Laboratory, Inc., 2698 University Avenue, St. Paul 55104

Mississippi

Reading Services Center, University of Mississippi, University 38677

Missouri

Mid-Continent Regional Educational Laboratory, 104 East Independence Avenue, Kansas City 64106
Central Midwestern Regional Educational Laboratory, Inc., 10646 St. Charles Rock Road, St. Ann 63074

Nebraska

Reading Clinic, Omaha Public Schools, 3819 Jones Street, Omaha 68105

New Jersey

Reading Center, 10 Seminary Place, New Brunswick 08901
The Midland School, P.O. Box 126, Readington Road, North Branch 08876
Leornian Educational Therapy Clinic of Princeton, 195 Nassau St.,Princeton 08540

New Mexico

Southwestern Cooperative Educational Laboratory, 117 Richmond Drive, N.E., Albuquerque 87106

New York

Study Center for Training Disabilities, State University of New York, Albany
Curriculum Laboratory, State University of New York at Albany, Room B-11, 1223 Western Avenue, Albany 12203
Reading Center, State University of New York at Buffalo, Foster Hall, Library Circle, Buffalo 14214
Reading and Study Skills Center, 3407 Delaware Avenue, Buffalo 14217
Instructional Resources Center, State University of New York, College at Fredonia, Fredonia 14063
Curriculum Enrichment Center, Guilford Elementary School Building, Guilford 13780
Project Literacy, Cornell Research Park, Building Number 6, Ithaca 14850
Reading Center, Hofstra University, Hempstead, Long Island 11550
Center for Urban Education, 33 West 42nd Street, New York 10036
English Institute Materials Center, 4 Washington Place, New York 10003
Reading Center, Teachers College, Columbia University, New York 10027
Reading Center, Ferkauf Graduate School, Yeshiva University, New York 10019
Schools for the Future Reading Clinic, 821 Broadway, New York 10003
Reading Center, State University College, Potsdam 13676
Eastern Regional Institute for Education, 111 Furman Street, Syracuse 13210
Reading Center, 508 University Place, Syracuse University, Syracuse 13210

North Carolina

Reading Center, Appalachian State Teachers College, Boone 28607
Regional Educational Laboratory, Rougemont 27572

Ohio

Educational Development Center, Baldwin-Wallace College, Berea 44017

Oklahoma

Reading Center, Department of Education, Oklahoma State University, Stillwater 74074

Oregon

Children's Hospital School, 3575 Donald Street, Eugene 97405
Northwest Regional Educational Laboratory, 710 Southwest 2nd Avenue, Portland 97204

Pennsylvania

Reading and Study Center, Department of Education, Lehigh University, Bethlehem 18001
The Pathway School, P.O.Box 181, Norristown 19404
Institute for Learning Disabilities, Hahnemann Medical College and Hospital, Philadelphia 19102
Director of Reading Services, La Salle College, Philadelphia 19141
Educational Research and Service Bureau, 3810 Walnut Street, Philadelphia 19104
Reading Clinic, Temple University, Broad and Montgomery Streets, Philadelphia 19122
Research for Better Schools, Inc., 121 South Broad Street, Philadelphia 19107
Annenberg School of Communications, University of Pennsylvania, Philadelphia 19104
Reading Laboratory, Learning Research and Development Center, University of Pittsburgh, 400 South Craig Street, Pittsburgh 15213
Curriculum Study Center, Carnegie Institute of Technology, Schenley Park, Pittsburgh 15213
Reading Center, Pennsylvania State University, University Park 16802

South Carolina

Reading Clinic, School of Education, University of South Carolina, Columbia 29208

Tennessee

Belwether School, Spring City 37381

Texas

Southwest Educational Development Corporation, 5th Floor, Commodore Perry Hotel, 800 Brazos Street, Austin 78701
Reading-Study Center, 202 V.Hall, University of Texas, Austin 78712
Reading Clinic, Southern Methodist University, Dallas 75222
Edgemoor School for Children with Learning Disabilities, 2711 Fountain View, Houston 77000
Les Petits Nursery and Kindergarten, 6637 Teluco Avenue, Houston 77055
Institute for Reading Disability, 204 E. Rhapsody, San Antonio 78216
Reading Center, San Houston State College, Huntsville

Utah

Granite District Reading Center, 3690 South 2860 East, Salt Lake City 84117

Vermont

Reading Center, University of Vermont, Burlington 05401
Center for Disorders of Communication, Medical Center Hospitals of Vermont, Burlington 05401

Virginia

Diagnostic Special Education School, Tidewater Rehabilitation Institute, Norfolk 23507

Washington

Reading Center, Western Washington State College, Bellingham 98225

West Virginia

Appalachia Regional Educational Laboratory, P.O. Box 1348, Charleston
Reading Center, College of Human Resources and Education, West Virginia University, Morgantown 26506

Wisconsin

Reading-Study Center, Department of Education, Wisconsin State University, Eau Claire 54701
English Study Center, University of Wisconsin, Madison 53706

FOREIGN SOURCES:

Great Britain

Schools Council Project in English, Institute of Education, The University, Leeds, England
English-Teaching Information Centre, the British Council, State House, High Holborn, London W.C. 1, England
Reading Research Unit, Institute of Education, University of London, 2 Taviton Street, London W.C. 1, England
The Reading Centre, Moray House College of Education, Holyrood Road, Edinburgh, 8, Scotland

APPENDIX II

The following is a listing of recent Title III - ESEA programs in reading funded by the United States Department of Health, Education, and Welfare. The titles of the programs are included along with the name and address of the person able to supply further information. These programs are listed by state.

California

Visual-retrieval reading center.
Donald K. Morales, Assistant Superintendent. Yuba County Schools Office, Yuba County Courhouse, Marysville, California 95901

Development of a center to demonstrate an exemplary individualized reading program.
Penrod Moss, Curriculum Consultant, Dixie School District, 35 Trellis Dr., San Rafael, California 94903.

Exemplary reading clinic program utilizing an array of innovative approaches (Riverside Unified School District). Richard C. Robbins, Assistant Superintendent, Pupil Personnel Services, 3954 12th St., Riverside, California 92501.

Demonstration-research center using the initial teaching alphabet. (Stockton Unified School District). Ivan M. Rose, 701 North Madison St., Stockton, California 95202.

Community education planning project in reading and language arts.
Carlos Ruling, 205 Granada Avenue, San Francisco, California 94112.

Colorado

Dual enrollment reading center (Durango School District).
T. Elmo McKee, Superintendent, Box 181, Durango, Colorado 81302.

Delaware

Eclectic program for initial reading instruction.
Dr. Henry R. Hoerner, Administrative Assistant, Curriculum and Personnel, Stanton School District, 1800 Limestone Rd., Wilmington, Delaware 19804.

Georgia

Developing a pilot reading program (Sandersville, Washington County Board of Education).
Mrs. Lydia B. Pool, Balls Ferry Rd., Tennille, Georgia 31089.

Indiana

Mobile reading laboratory (Monticello, Twin Lakes School Corporation)
Sam McClellan, Director of Elementary Education, West Ohio St., Monticello, Indiana 47960.

Kansas

Reading clinic, centers and services.
Dean O. Stevens, Topeka Public School District, 415 W. Eighth, Topeka, Kansas 66603.

Louisiana

Reading improvement program.
Mrs. Billie B. Herbert, Lafayette Parish School Board, Lafayette, Louisiana 70501.

Massachusetts

Small mobile reading clinics for a rural farm area (Westport School Department). Dr. Laurence A. Fogg, Superintendent of Schools, Town Office, Westport, Mass. 02790.

Michigan

Area developmental reading center.
James Ten Brink, Superintendent, Muskegon Area Intermediate School District, County Building, Muskegon, Michigan 49440.

Exemplary programs in language arts.
Dr. William J. Emerson, Superintendent, Oakland Schools, County Service Center, Campus Dr., Pontiac, Michigan 48053.

Missouri

Curriculum improvement program.
John Goebe, Curriculum Director, Kirksville Public Schools, 401 E. McPherson, Kirksville, Missouri 63501.

Nebraska

Reading clinic service and training (Omaha, City School District). Craig K. Fullerton, Assistant Superintendent, 3902 Davenport Ct., Omaha, Nebraska 68131.

New Jersey

Personalized reading instructional materials center (Chester, Township Board of Education). Nicholas F. Marin, Principal, Williamson School, Main St., Chester, New Jersey 07930.

Ohio

Interdisciplinary multi-facet reading program (Grove City, South-Western City School District). Bernard Esporite, Supervisor, Title III, 584 Dennis La., Grove City, Ohio 43123. Also contact, Dr. Paul C. Hayes, Superintendent, South-Western City Schools, 3708 South Broadway, Grove City, Ohio 43123.

An innovative in-service teacher training program in reading.
Gorden S. Anderson, Court House, Morrow County Schools, Mt. Gilead, Ohio 43338.

Pennsylvania

ITA demonstration center and the development, testing and demonstration of a language arts curriculum for grades 2 through 6. Dr. Rebecca W. Stewart, Director of Elementary Education, Project Coordinator for School District, 125 West Packer Ave., Bethlehem, Pennsylvania 18015.

Rhode Island

Center for reading diagnosis and remediation (North Providence, School Department). John A. Finger, Jr., Professor of Education, Rhode Island College, Providence, Rhode Island 02908.

South Carolina

Community reading laboratory (Marion, County School District I). C.D. Joyner, Superintendent, P.O. Box 840, Marion, South Carolina 29571

Utah

Tutorial instruction for underachieving readers and writers.
Sherman G. Eyre, Superintendent, Logan City School District, 101 West Center St., Logan, Utah 84321. Also contact, Dee Nuhn, Director of Tutorial Project, 101 West Center St., Logan, Utah 84321.

Exemplary center for reading instruction.
Dr. Ethna R. Reid, Granite School District, 340 East 3545 South, Salt Lake City, Utah 84115.

Virginia

Non-basal textbook reading program.
C. Alton Lindsay, Superintendent of Schools, 19 Cary St., Hampton, Virginia 23369.

Laboratory center for reading.
George J. McIntosh, Superintendent of Schools, Newport News Public Schools, 119 Main St., Newport News, Virginia 23601.

Washington

Regional reading development center (Bothell, Northshore School District 417).
Julian Karp, Superintendent, 9816 N.E. 183rd, Bothell, Washington 98011.

West Virginia

Diagnostic and remedial reading clinic (Charleston, Kanawha County Board of Education).
Walter F. Snyder, Superintendent of Schools, 200 Elizabeth St., Charleston, West Virginia 25311.

Wisconsin

Pilot mobile diagnostic reading laboratory and corrective teaching procedures for students with reading problems.
Kenneth F. Poppy, Coordinator, Cooperative Educational Services Agency Number 8, Room 117, Outagamie County Courthouse, Appleton, Wisconsin 54911.